Niveau(x) d'enseignement: 9 Numéro EDUQ : 9570381
Centre d'intérêt: 912

A Guide to customized literacy training. -- [2e éd.]. -- [Québec : Direction générale de l'éducation des adultes], c1991.
460 p. en pag. multiple ; 28 cm + doc. d'acc. (xv, 103 p.).

Doc. d'acc.: Thematic texts for a Guide to customized literacy training. 1993. Code: 1991-3050; 38-2943-A; 9192-3050 (v.); 38-3210-A (doc. d'acc.). Comprend des bibliogr.

ISBN 2-550-15756-7

Vedette(s)-secondaire(s): Québec (Province). Direction générale de l'éducation des adultes

Descripteur(s): Alphabétisation * Formation sur mesure * Guide pédagogique * Matériel didactique * Education des adultes

Version anglaise du ##Guide de formation sur mesure en alphabétisation## (EDUQ: 9070331) avec un cahier no 3 portant spécifiquement sur l'enseignement de l'anglais: anglais de base, orientation fonctionnelle, orientation pré-secondaire. Le document d'accompagnement propose une banque de textes portant sur des thèmes présentés dans le cahier no 2 du guide. Ces textes se rapportent à des situations réelles de la vie des adultes comme les styles d'apprentissage, la croissance personnelle, la santé physique et mentale, l'environnement, etc.

A GUIDE
TO CUSTOMIZED
LITERACY TRAINING

95-70381-A

A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 1

GUIDELINES

Québec

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 1

GUIDELINES

1991

PREFACE

The Direction générale de l'éducation des adultes (DGEA) is pleased to present the second edition of its literacy training guide, A Guide to Customized Literacy Training.[1] The Guide consitutes the official literacy program of the ministère de l'Éducation (MEQ). This revised edition takes into account literacy practitioners' reactions to the preliminary edition published in 1987.

Given the broad consultation that took place on the preliminary edition, we have every confidence in both the approach and tools proposed in this second edition. More user-friendly than its predecessor, the new Guide nonetheless retains the basic approach.

Copies of the Guide have been sent to adult education personnel in all Québec school boards; other groups and agencies may obtain copies on request. It is our hope that the Guide will meet with the satisfaction of all those involved in Québec's literacy training programs.

Valmont Richard
Director General
Direction générale de
l'éducation des adultes

---

[1] The title of the preliminary version, Guide to an Individualized Approach to Basic Education, was changed to better reflect the approach and terminology used in the field.

ACKNOWLEDGMENTS

We would like to thank the following committee members for their work on the Guide:

Guidelines, Themes, Learner's Notebook and Project Coordination:

Jean Patry (Commission scolaire régionale de Chambly)
Margot Désilets (Commission des écoles catholiques de Québec)

French Objectives

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Translation:

Services linguistiques, Ministère de l'éducation du Québec.

We would also like to thank Mr. Marcel Landry, project manager with the DGEA until June 1989, and Mr. Marc Goulet, project coordinator until June 1989.

Lino Mastriani
Project Coordinator

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NOTE: Each of the books and documents listed above features its own table of contents.

Order number for the Guide: 38-2943-A

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THE NEW GUIDE

The preliminary edition of this document, entitled Guide to an Individualized Approach to Basic Education, came under intensive scrutiny during information and follow-up sessions held throughout the province. The resulting comments and suggestions formed the basis for the new Guide to Customized Literacy Training.

In this revised edition, every effort has been made to:

- Make the Guide easier to understand in terms of both form and content
- Use clear, precise, non-specialized language
- Clear up sources of confusion and eliminate repetition
- Present models and guidelines in a more concrete way
- Provide theoretical justification for models
- Provide teaching material

The main changes that were incorporated into this edition are listed below.

- The title of the original version, Guide to an Individualized Approach to Basic Education, was changed to A Guide to Customized Literacy Training.
- Books 1 and 4 of the preliminary edition were combined into a single book, Book 1: Guidelines.
- The section entitled "Life Contexts" was replaced by Book 2: Themes, which lists themes and theme categories.
- In the revised edition, learning objectives and related content are organized differently, starting with basic concepts and moving on to life skills or pre-secondary preparation objectives, depending on the learner's needs.
- Books 3A and 3B are now presented separately, as Book 3: English and Book 4: Everyday Arithmetic.
- The title of Book 5 was changed to Book 5: Learner's Notebook and is easier to understand in terms of both form and content.

- The last book in this revised edition, Book 6: Documents, is entirely new. These documents explain the concepts discussed in books 1-5 in greater detail or provide examples of their application.

This revised Guide by no means precludes the production of new documents, teaching material or learning tools. For example, several books of short French texts have already been produced by the DGEA on a number of themes in the Guide, and include a table that shows how to use these texts for learning purposes. A similar project should soon be underway in the English sector as well. Also, content elements and objectives have been organized in such a way as to allow for and encourage the use of existing materials.

1. DEVELOPMENT OF THE GUIDE

In September 1987, the preliminary edition of this document, entitled Guide to an Individualized Approach to Basic Education, was sent out to adult education personnel in Québec school boards. It was also made available to community groups involved in literacy training. To facilitate implementation, information sessions were held for literacy instructors, education consultants and administrators throughout the province

During the first six months of 1988, the DGEA organized and monitored in-field testing of the French version. Fourteen groups of learners participated in the operation. Likewise, during the last six months of the year, three groups from the English sector took part in the experimentation of the preliminary edition.

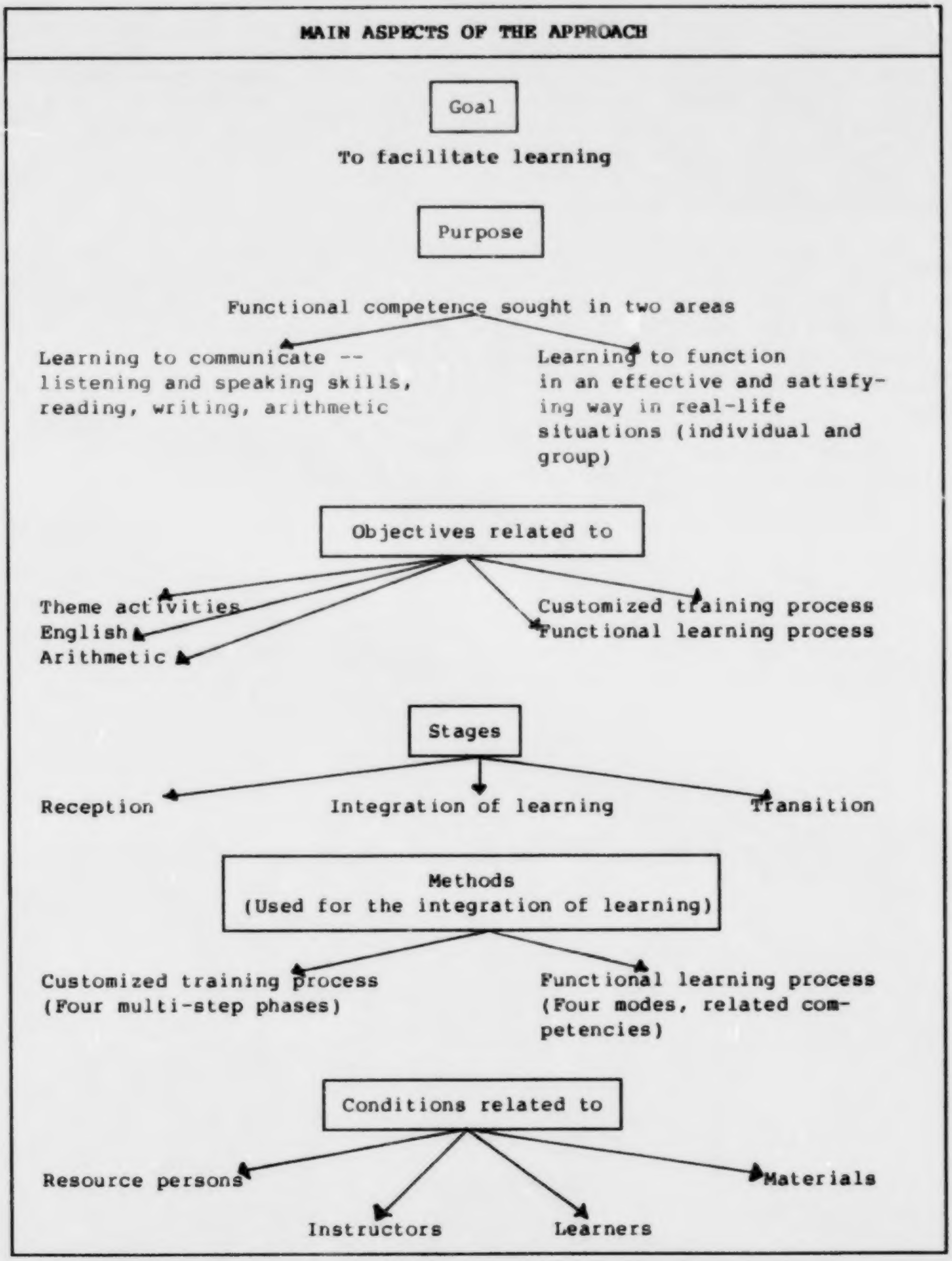
The groups were selected with a view to obtaining a cross section of adults enrolled in literacy training programs in Québec. The preliminary edition was also submitted to members of regional literacy committees and specialists in the field for their comments and reactions.

Regional follow-up sessions for literacy instructors were held throughout the province. These sessions were aimed at clarifying the basic concepts outlined in the Guide, assessing their impact on teaching and determining in-service training needs.

NOTE:

TABLE 1 summarizes the main aspects of the approach used in the Guide.

TABLE 1



MAIN ASPECTS OF THE APPROACH

Goal

To facilitate learning

Purpose

Functional competence sought in two areas

Learning to communicate -- listening and speaking skills, reading, writing, arithmetic

Learning to function in an effective and satisfying way in real-life situations (individual and group)

Objectives related to

Theme activities
English
Arithmetic

Customized training process
Functional learning process

Stages

Reception

Integration of learning

Transition

Methods
(Used for the integration of learning)

Customized training process
(Four multi-step phases)

Functional learning process
(Four modes, related competencies)

Conditions related to

Resource persons

Instructors

Learners

Materials

(Inspired by the logical framework of the Canadian International Development Agency)

2. MAIN ASPECTS OF THE APPROACH

2.1 Basic Concepts

The goal

or raison d'être of literacy training

The goal of literacy training is to facilitate learning (see Book 6, Document 2), i.e., foster the autonomy of functionally illiterate adults by providing them with the tools -- skills, knowledge and attitudes -- they need to direct their own development by using real-life situations as prime opportunities for learning.

↓

The purpose

or

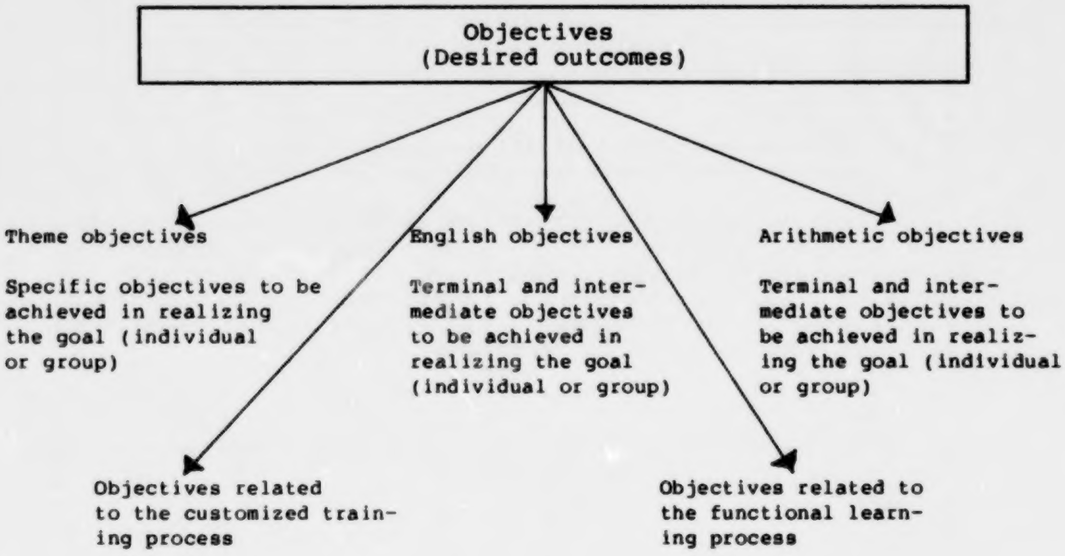
basic reason why an individual decides to enrol
in a literacy training program
(Desired functional competence)

To achieve a desired functional competence, the learner must necessarily:

- Acquire basic knowledge and skills in oral communication, reading, writing and arithmetic

AND

- Be able to function in an effective and satisfying way in real-life situations (individual or group)



Objectives
(Desired outcomes)

Theme objectives

Specific objectives to be achieved in realizing the goal (individual or group)

English objectives

Terminal and intermediate objectives to be achieved in realizing the goal (individual or group)

Arithmetic objectives

Terminal and intermediate objectives to be achieved in realizing the goal (individual or group)

Objectives related to the customized training process

Objectives related to the functional learning process

2.2 Main Stages of Literacy Training

In light of their past academic experience, many functionally illiterate adults find it difficult if not impossible to resume their studies. For this reason, the first and last stages of the literacy training process are crucial. With this in mind, the main stages of literacy training are the following:

Stage One: Reception

Once potential learners know about the program, it is up to instructors to encourage them to act. This will involve drawing up an entry profile and a learning project with each learner. It may be necessary to reassure the learner that, if needed, preparatory sessions will be given. Reception activities can take place in the home or at the adult education centre, either individually or with a group.

↓

Stage Two: Integration of Learning

It is during the second stage of literacy training that language and arithmetic skills are actually learned, based on themes grounded in real-life situations.

↓

Stage Three: Transition

The transition stage provides the learner with an opportunity to take stock of his or her progress and to decide on the follow-up measures to pursue in different contexts (work, study, personal, etc.). The theme activities, closely linked to the transition stage, require the participation of the learner, the group, the instructor and sometimes of other professionals (psychologists, education consultants, guidance counsellors, etc.). The transition stage takes place at the end of the learning project, either individually or in a group.

2.3 Methods Used to Achieve Integrated Learning

Language and arithmetic skills must be learned in a way that is meaningful for the learner. Theme activities, defined and selected by the learners themselves, must therefore be grounded in real-life situations. The methods suggested in this Guide to facilitate the integration of learning are the customized training and functional learning processes.

Methods Used for the Integration of Learning

Customized Training Process

Four phases based on learner participation:

1. Needs analysis
2. Development of a training strategy
3. Implementation and transfer (the practical application of new skills and knowledge)
4. Evaluation and follow-up measures

Functional Learning Process

Four modes based on intentional-meaningful learning:

1. To feel
2. To explore
3. To understand
4. To do

2.3.1 The Customized Training Process

2.3.1.1 Theoretical Context

In Québec, customized or "made-to-measure" training first appeared in the 1970s as a means of meeting specific educational needs. In 1975, the Fédération des cegeps launched a three-year study aimed at formulating a definition of customized training, documenting the customized training activities offered in CEGEPs, developing an operational model and identifying organizational constraints (Campeau and Leroux, 1978). Customized training was initially intended to be offered in educational institutions. However, given the numerous educational needs that could not be met by the regular system, the concept was soon applied in other contexts (Ouellet, 1983).

In an important document on the subject, the MEQ emphasized the importance of customized training in adult education:

> One of the most successful achievements of adult education in Québec has been the "customized" approach....This approach...leads us to recognize the capacity of each adult (or group of adults) to participate in the identification of his educational needs, in the determination of his educational objectives, and in the choice of means to implement in order to help him succeed in his studies (Gouvernement du Québec, 1984).

2.3.1.2 Justification

In that customized training aims to tie in as closely as possible with the adult learners' life and work situations in order to effectively meet their needs, and in that it encourages learners to participate in and be responsible for their own learning, it appeared to be the most suitable approach for adult literacy training.

Individualized programmed instruction consists in a series of learning activities designed to be carried out in a specific order and to help all learners in a group attain the same objectives each at his or her own pace. It is the most common approach in adult education and seems to meet the needs of the majority of adult learners.

Although customized training can be seen as complementing individualized instruction, it is more effective in the case of adult learners with specific needs.

2.3.1.3 Definition

Customized training is a way of planning, organizing and providing instruction that emphasizes learner participation. It is based on an assessment and analysis of the learner's real needs and on a real situation that must be changed.

2.3.1.4 Key Concepts

The key concepts of the customized training process are:

Participation	Assessment	Transfer	Consistency
Involving the adult learner in decision making at every stage of the training process	Assessing the learner's situation at the outset of the training program: desired changes, previous learning and experience, aptitudes, needs, etc.	Planning and providing opportunities for the transfer of learning and verifying that learning is transferred	Ensuring that exercises and theme activities are consistent with the learners' needs and desired outcomes. It also involves carrying out activities in an order that is consistent with learners' needs and objectives and constantly making sure that everyone involved in the training process has a clear vision of its ultimate goal.

2.3.1.5 Operational Description

The customized training process comprises four phases:

Phase One: Needs Analysis

The first phase consists in making a clear, complete and systematic analysis of each learner's entry profile: reasons for enrolling in a literacy training program, previous learning and experience (academic and non-academic), and resources available to the learner. The needs analysis comprises three steps:

Step 1: Identifying the learner's needs, resources and previous learning and experience

Step 2: Analyzing the situation and developing a group profile

Step 3: Defining themes in relation to the needs expressed during individual and group interviews (see Book 2: Themes)

Phase Two: Development of a Training Strategy

The training strategy or plan must include the learning objectives and define the andragogical approach to be used.

In customized literacy training, the development of a training strategy comprises four steps:

Step 1: Presenting themes and the theme selection activity (see Book 6, Document 3)

Step 2: Formulating learning objectives:

- Specific theme objectives
- Terminal and intermediate objectives in English and arithmetic

Step 3: Selecting learning activities

Step 4: Developing a training plan to carry out the selected learning activities in accordance with the functional learning process

Phase Three: Implementation and Transfer

Implementation refers to the actual carrying out of the selected and planned learning activities. It includes planning opportunities for the transfer of learning and verifying that transfers are made.

In customized literacy training, implementation and transfer comprises three steps:

Step 1: Carrying out the activities

Step 2: Evaluating the activities on an ongoing basis with a view to ensuring consistency, making necessary adjustments, and planning for the transfer of learning

Step 3: Verifying that learning is transferred

Phase Four: Evaluation and Follow-Up Measures

Phase four involves evaluating the results of the training process in relation to the learner's situation at the start and verifying results in the long run.

It comprises three steps:

Step 1: Defining objectives (achieved and to be achieved) for the project as a whole

Step 2: Specifying follow-up measures

Step 3: Verifying results in the long run and formulating a new learning project as needed

2.3.1.6 Example

To gain a better understanding of the customized training process, literacy instructors are strongly urged to read Book 6, Document 4, which gives a concrete example of its application.

In a customized training program, skills are acquired through practice and repetition.

See Table 2.

TABLE 2
THE CUSTOMIZED TRAINING PROCESS

PHASE 1 NEEDS ANALYSIS	PHASE 2 DEVELOPMENT OF A TRAINING STRATEGY	PHASE 3 IMPLEMENTATION AND TRANSFER	PHASE 4 EVALUATION AND FOLLOW-UP MEASURES
STEPS: 1. Identifying needs, previous learning and experience, aptitudes, motivation 2. Analyzing the situation and developing a group profile 3. Defining themes most likely to interest the learners (based on needs expressed during individual and group interviews) (See Book 2: Themes.)	STEPS: 1. Presenting themes and theme selection activity 2. Formulating learning objectives: - Specific theme Objectives - Terminal and intermediate objectives in English and arithmetic 3. Selecting learning activities 4. Developing a teaching plan to carry out the selected learning activities in accordance with the functional learning process	STEPS: 1. Carrying out the activities in accordance with the functional learning process 2. Evaluating the activities on an ongoing basis 3. Verifying that learning is transferred	STEPS: 1. Defining objectives (achieved and to be achieved) for the project as a whole 2. Specifying follow-up measures 3. Verifying results in the long run and formulating a new learning project as needed

2.3.2 The Functional Learning Process

As stated previously, the functional learning process is the other of the two methods suggested in this Guide to facilitate integrated learning.

2.3.2.1 Theoretical Context

In the field of educational psychology, there are a number of theoretical models that describe the learning process. These models are associated with three families of learning theory: behaviourism, cognitivism and mentalism.

Behaviourist theory explains learning in terms of classical and instrumental conditioning. Cognitivism refers to information processing, cognitive and social learning, and Piaget's interactionism-constructivism. Finally, mentalism provides the basis for analytic, Gestalt and non-directive models.

Arthur Staats' social behaviourism (Staats, 1975) is yet another approach that represents a remarkable effort to synthesize the theoretical models mentioned above. Staats sees human personality as consisting of basic behavioural repertoires or personality systems that are learned in cumulative-hierarchical fashion through classical and instrumental conditioning. These personality systems -- emotional-motivational, language-cognitive, and sensory-motor -- are acquired by the individual through interaction with the environment. They are at once the CAUSE AND THE EFFECT OF LEARNING, and in this sense possess the characteristics of dependent and independent variables. Staats' model thus suggests scientific explanations for a number of psychological phenomena -- subjectivity, emotion, awareness, creativity, freedom, responsibility -- that had hitherto been neglected by behaviourist thought.

Staats has focussed his interest mainly on the learning of reading, writing and arithmetic, which occurs in a cumulative and hierarchical fashion and for which language behaviours are prerequisite. According to Staats, motivation and participation are also necessary conditions for learning.

The approach suggested in this Guide, based on the functional learning process (Patry et al., 1984; 1989), uses Staats' theory as reference.

2.3.2.2 Justification

There are four reasons that justify the adoption of the functional learning process as a model for the Guide.

- The functional learning process takes into account the fundamental dimensions of the individual -- emotional, perceptual, cognitive, active -- by describing them as modes of interacting with the environment or as basic behavioural repertoires. (This involves intentional-meaningful learning, which will be discussed later.)
- It takes into account the main theories of learning and attempts to synthesize current research.
- It corresponds with the customized training approach suggested in the Guide and its key concepts of participation, assessment, transfer and consistency.
- It corresponds with the learning process as described in the DGEA's in-service training plan for educators in the adult sector (S'entraîner à former des adultes).

2.3.2.3 Definition

The functional learning process (intentional and meaningful learning) can be defined as the spontaneous manner (whether appropriate or inappropriate) in which a person learns as he or she interacts with the environment to satisfy his or her needs. The process comprises four modes (emotional, perceptual, cognitive and active[2]), each of which is associated with specific competencies. It is important to note that the process itself is learned. Therefore, to understand the process, one must understand how it is learned.

---

[2] The action (in the "active" mode) may take a variety of forms: dictation exercises, psychosocial or mathematical problem-solving, carrying out a project, self-assertion, etc.

2.3.2.4 Key Concepts

The model is based on four key concepts: functional analysis, intentional-meaningful learning, effectiveness and satisfaction.

Key Concepts

Functional Analysis

Functional analysis is aimed at establishing connections between the learner's behaviour and his or her environment in terms of cause and effect. It allows the instructor to determine the learner's status with respect to the learning process and plan a strategy that will enable him or her to acquire, maintain or change certain behaviours.

Functional analysis may reveal that inappropriate behaviour (e.g., claiming not to understand while giving clear signs to the contrary) is actually reinforced and maintained when the instructor pays attention to it.

Intentional Meaningful Learning

According to the main learning principles (classical and instrumental conditioning), intentional-meaningful learning takes place when the learner

- Intends to learn something that has meaning for him or her
- Exhibits behaviour in anticipation of reinforcement (motivation)
- Realizes that he or she is in the process of learning
- Personally directs his or her learning process based on his or her own objectives (autonomy)
- Interacts intentionally with the environment (four learning modes: to feel, to explore, to understand, to do)

Effectiveness

Effectiveness is one criterion for the evaluation of a training program. Effectiveness must be a constant concern. This implies making sure that the methods used are suited to the learner's needs and allow him or her to achieve his or her learning objectives.

Satisfaction

Satisfaction is another criterion for the evaluation of a training program. The learner's sense of satisfaction must be a constant concern. This means taking into account the PLEASURE learning can provide.

NOTE: The pleasure derived from learning is a major factor in maintaining motivation. Its importance can be explained in terms of cause and effect: behaviour will be repeated or will decrease depending on the effect it produces (i.e., whether or not it provides satisfaction).

2.3.2.5 Operational Description

As stated earlier, the functional learning process is defined as an individual's interaction with his or her immediate environment. This interaction provides opportunities to learn in a way that is both effective and satisfying, provided the four basic modes of interaction are brought into play. However, the learner must also possess the competencies associated with each mode. These are learned behaviours that are observable and measurable by both the instructor and the learner. What is more, they are essential prerequisites for intentional-meaningful learning.

Learning activities carried out according to the functional learning process, while aiming to develop the competencies associated with each mode of interaction, must also satisfy a number of conditions listed below as prerequisites.

Prerequisites for Intentional-Meaningful Learning

First Mode: To Feel

Definition of the learning to be achieved

Easing of fears and apprehensions

Definition by the learners of learning to be achieved

Second Mode: To Explore

Passive exploration of content to be learned (the instructor plays the active role)

Active exploration of content to be learned (the learner plays the active role)

Organization of content

Third Mode: To Understand

Verification of comprehension

Identification of situations in which learning will be transferred

Development of a realistic plan for transfer activities

Expression of fears and apprehensions

Fourth Mode: To Do

Carrying out of the planned activities

Evaluation of the activities and the process as a whole

NOTE:

Table 3 shows the competencies associated with each of the four modes.

Enviro[illegible]t
(A, I, [illegible])

[illegible]ironment
[illegible]A, I, L)

[illegible]LE 3
THE FUNCTIONA[illegible]EARNING PROCESS
(Intentional-Meaningful Learning)

Summary Description of the Functional Learning Process and Functional Analysis Chart
(Needs Analysis and Strategy)

Whether the behaviour-competence is appropriate (A), inappropriate (I) or lacking (L) may be indicated between the parentheses after each statement under Basic Competencies.

FIRST LEARNING MODE TO FEEL → (Emotional)	SECOND LEARNING MODE TO EXPLORE → (Perceptual)	THIRD LEARNING MODE TO UNDERSTAND → (Cognitive)	FOURTH LEARNING MODE TO DO → (Active)
I **FEEL**	↑ I **EXPLORE** ↓ I feel	↑ I **UNDERSTAND** I explore ↓ I feel	↑ I **DO** I understand I explore ↓ I feel
Basic Competencies - I am able to focus on the present. ( ) - I am able to be open to the learning experience. ( ) - I am able to get involved emotionally. ( ) - I am able to trust my intuition. ( )	Basic Competencies - I am able to gather information. ( ) - I am able to select information. ( ) - I am able to organize information. ( ) - I am able to describe information. ( )	Basic Competencies - I am able to use concepts. ( ) - I am able to make judgments. ( ) - I am able to reason. ( ) - I am able to make decisions. ( )	Basic Competencies - I am able to take risks.( ) - I am able to take initiatives. ( ) - I am able to assume responsibilities. ( ) - I am able to evaluate my effectiveness and satisfaction. ( )

↑
LEARNING BY CONDITIONING
↓

Environment
(A, I, L)

The behaviour (response) is determined by an antecedent stimulus. (S - R)	The behaviour (response) is determined by a consequent stimulus. (R - S)

Environment
(A, I, L)

2.3.2.6 Examples

To gain better understanding of the functional learning process, literacy instructors are strongly urged to read Book 6, Documents 5 and 6 for concrete examples.

In accordance with the functional learning process, skills are acquired through repetition and practice.

NOTE:

Table 4 shows the integration of the functional learning process and the customized training process.

TABLE 4

INTEGRATION OF THE FUNCTIONAL LEARNING PROCESS AND THE CUSTOMIZED TRAINING PROCESS

	Customized Training Process	Functional Learning Process	
PHASES	NEEDS ANALYSIS		
	DEVELOPMENT OF A TRAINING STRATEGY (Planning of learning activities in accordance with the functional learning process)		
	IMPLEMENTATION AND TRANSFER	Functional Learning Process	
	(Carrying out of learning activities in accordance with the functional learning process)	MODES	To feel: 4 competencies To explore: 4 competencies To understand: 4 competencies To do: 4 competencies
	EVALUATION AND FOLLOW-UP MEASURES		

2.4 Optimal Use of the Guide

A number of specific conditions must be met to allow optimal use of the Guide (see NOTE, Table 5). Furthermore, the relationships between these conditions are reciprocal. Indeed, the absence of a particular condition will not affect that condition only, but also other related conditions, as in a system. For instance, a lack of teaching material affects the instructor's motivation, which in turn affects the learner's motivation.

The conditions for optimal use of the guide fall into four categories.

2.4.1 Material Conditions

- Facilities
- Andragogical tools
- Other

2.4.2 Conditions Related to Resource Persons

Resource persons include the staff of the adult education centre (education consultants, academic and guidance counsellors, remedial teachers, psychologists) as well as people from outside the centre, such as social workers, psychiatrists and counsellors working in social services. The conditions related to these resource persons include availability, qualifications, interest and willingness to cooperate.

2.4.3 Conditions Related to Instructors

Besides having the necessary qualifications and experience, literacy instructors must be highly motivated and willing to participate actively in learning activities. As well, they must know how to lead such activities in accordance with the functional learning process.

2.4.4 Conditions Related to Learners

The conditions that are related to learners include motivation, participation, academic background, previous learning and experience, aptitudes, the learning project and current situation in terms of the functional learning process.

NOTE:

Table 5 shows the skills profile of a literacy instructor in relation to the customized training process and the functional learning process. Clearly, the profile is strongly influenced by the presence or absence of the conditions mentioned above. This must be clearly indicated to ensure that the training provided is based on the identification of real needs. Although the table does not consider the administrative conditions, these are essential for effective use of the Guide.

TABLE 5

SKILLS PROFILE OF A LITERACY INSTRUCTOR

(Example)

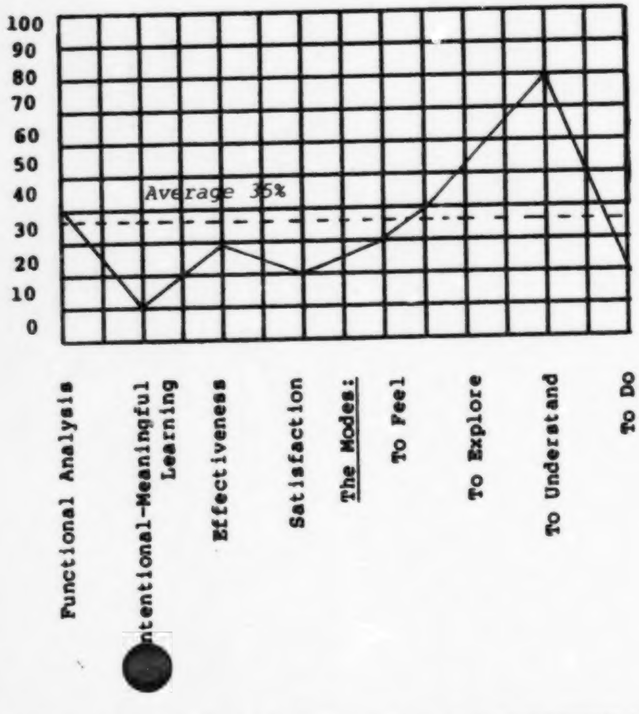
Individual Focus of the Guide

Functional Learning Process

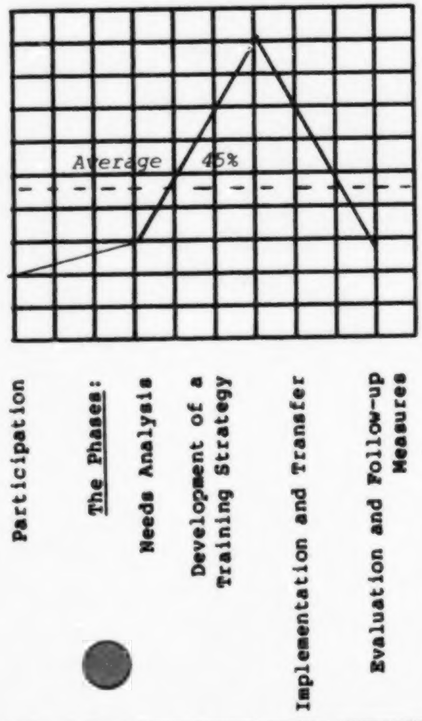
Group Focus of the Guide

Customized Training Process

Profile 1



Profile 2



CONDITIONS*

Resource persons:

- Dynamism
- Supportiveness

Instructor:

- Motivation
- Experience
- Qualifications
- Functional learning process

Learners: (Individual and Group)

- Motivated/background
- Previous learning and experience
- Aptitudes
- Learning project
- Functional learning process

Material Aspects:

- Premises
- Andragogical tools

*NOTE:
The profiles fluctuate considerably as they depend on a number of complex conditions that are themselves subject to change.

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BOOK 2

THEMES

Québec

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 2

THEMES

1991

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BOOK 2: THEMES

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- Stage Two: Integration of Learning 2. 7
- Stage Three: Transition 2.14

BIBLIOGRAPHY

NOTE: The bibliography is divided into the following sections:

- LEARNING STYLES
- PERSONAL GROWTH
- PHYSICAL AND MENTAL HEALTH
- PERSONAL ORGANIZATION
- GROUP DYNAMICS
- THE CUSTOMIZED TRAINING PROCESS
  - Program Models
  - Learners' Needs
  - Training Objectives
  - Evaluation and Transfer of Learning
  - Other
- SOCIETY/COMMUNITY ACTION
- RESOURCES FOR FUNCTIONAL SKILLS DEVELOPMENT
- SUGGESTED READING FOR INSTRUCTORS
- READING AND WRITING SERIES
- ADDITIONAL BOOKS FOR STUDENTS

INTRODUCTION

Book 2: Themes replaces the section entitled "Life Contexts" in the first edition of the Guide. For each of the three stages involved in a learning project -- reception, integration of learning, and transition -- Book 2 suggests theme categories and themes on which instructors can base learning activities.[1]

The themes were grouped into categories according to the similarity of the topics likely to come up for discussion when carrying out activities.

Book 2 is divided into two sections:

- In Section One, theme categories are listed for each stage.
- In Section Two, specific themes are listed under each theme category for the three stages of a learning project. This list of themes and theme categories is by no means exhaustive: new ones may be added to meet the needs of different groups. For a concrete example of how a theme might be used, see Book 6, Document 4.

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[1] Theme categories are different from themes in that they are broader. However, some themes may be perceived by some as being categories, and vice versa.

IMPORTANT NOTE

Since learning activities during the reception and transition stages focus mainly on thematic content (rather than academic subject matter), the "integration" aspect is not a primary consideration. For this reason, the Guide emphasizes integration techniques only for the second stage (integration of learning). Nevertheless, the reception stage -- and especially the transition stage -- may offer ideal opportunities for the transfer of learning.

1. SECTION ONE: THE THREE STAGES AND RELATED THEME CATEGORIES

Stage One: Reception

Stage One comprises the following theme categories, which may be used for individual or group learning:

- Initiation
- The Learning Project
- Preparatory Training
- Other Categories

Stage Two: Integration of Learning

Stage Two comprises the following theme categories, which may be used for individual or group learning:

- Learning Styles
- Personal Growth
- Physical and Mental Health
- Personal Organization and Management
- The Environment
- Human and Social Sciences
- Science and Technology
- Religions
- The Arts
- Sexuality
- Computer Technology
- Group Projects
- Group Dynamics
- Social Development
- Available Community Resources
- Recreation
- The School System
- Current Events
- Allophones
- Social Projects
- Other Categories

Stage Three: Transition

Stage Three comprises the following theme categories, which may be used for individual or group learning:

- Profile of Previous Learning and Experience (Academic and Non-Academic)
- Educational and Vocational Information

- Career Orientation
- Reformulation of the Learning Project
- Application of Learning
- Other Categories

2. SECTION TWO: STAGES, THEME CATEGORIES AND THEMES

Stage One: Reception

Theme Categories	Themes
Initiation	- environment (school, family, social) - motivation (through study and the attainment of an objective) - pleasure and effort of learning - learning difficulties - possibility of failure - conditions that favour learning (past and present strengths and weaknesses) - other themes
The Learning Project	- problems to be solved (financial, family, etc.) - needs to be met (academic, psycho-social) - profile of previous learning and experience (academic and non-academic) - learning priorities - participation in the learning project - resource persons - objectives - aptitudes - other themes
Preparatory Training	- learning environment - participation in a group - development of a working method - formation of a group - use of centre and community resources - integration of newcomers - sense of observation - memory and attention - other themes

Theme Categories	Themes
Other Categories	.....

Stage Two: Integration of Learning

Theme Categories	Themes
Learning Styles	- what is learning?
	- how do we learn?
	- what is a learning style?
	- different learning styles
	- personal learning style
	- learning in childhood
	- learning in adulthood
	- learning conditions
	- habits that help or hinder learning
	- other themes
Personal Growth	- child development
	- help and encouragement to school-age children
	- adolescent development
	- personality
	- individual differences and acceptance of others
	- personality and learning
	- fostering of personal development
	- behaviour
	- self-esteem
	- personal strengths and weaknesses
	- other themes
Physical and Mental Health	- physical health
	- responsibility for one's physical health
	- nutrition
	- medication
	- exercise
	- industrial illnesses
	- physical diseases/illnesses
	- other themes
	- mental health
	- factors that foster mental health
	- factors that hamper mental health
	- links between physical and mental health
	- environment
	- mental illness
	- depression

Theme Categories	Themes
	- anxiety - madness - medication - medical examinations - healing - prevention - resources - drugs, alcohol, cigarettes - life-style - non-traditonal medicine: homeopathy, acupuncture, chiropractic, etc. - other themes
Personal Organization and Management	- time management - management of one's personal business - management of one's social life - management of one's family life - management of one's studies - personal finances - income tax - grocery shopping - savings - preparing a résumé - job hunting - television viewing - use of a clock or watch - use of a calendar - debt - financial institutions - credit - housing/leasing - contracts - publicity - consumer habits - other themes

Theme Categories	Themes
The Environment	- physical geography - ecology - recuperation and recycling - animal rights - environmental accidents - trees - gardening - ornithology (bird-watching) - hydroelectric dams - pollution - what individuals can do to eliminate pollution - other themes
Human and Social Sciences	- human geography - history - archeology - genealogy - war - important events (Olympic games, world fairs, earthquakes, women's right to vote, etc.) - important people - native peoples - psychology - sociology - economics - politics - andragogy - levels of government (municipal, provincial, federal) - roles in society - natural phenomena - elections - taxes - world organizations - other themes
Science and Technology	- physics and chemistry - applications of a given science - electricity - hydroelectric dams - telephone, telecommunications - nuclear energy

Theme Categories	Themes
	- scientific and technological progress
	- inventions
	- laser technology
	- other themes
Religions	- world religions and their differences
	- attitudes
	- tolerance/racism
	- sects
	- religious fanaticism
	- mysticism
	- other themes
The Arts	- music
	- literature
	- graphic arts
	- film and video
	- popular arts
	- ballet
	- architecture
	- opera
	- dance
	- instrumental arts
	- photography
	- sculpture
	- painting
	- great artists
	- theatre
	- modern art, contemporary art, art deco, etc.
	- other themes
Sexuality	- sexual behaviours
	- sexually transmitted diseases
	- sexual development of men, women, children
	- sexual stereotypes
	- sexual orientation
	- contraception
	- other themes

Theme Categories	Themes
Computer Technology	- uses, advantages, disadvantages - demystification - other themes
Group Projects	- organization of cultural or sports activities at the adult education centre - putting together of a newspaper - organization of a symposium or similar event such as a "literacy learners' day" - visits from outside organizations - making a video - staging a play - participation in activities with school or community organizations - setting up of services to meet specific needs (day-care centre, drop-in centre, etc.) - discussion on how each person derives satisfaction from his or her contribution to a group project - main conditions needed to assume responsibility - other themes
Group Dynamics	- main elements of the democratic process - techniques for group work: participation, tools - problem-solving process - group communication: elements of the process, style of communication, means of improvement - learner participation in rule-making (centre, school, other) - learner participation in groups or committees outside the centre - other themes

Theme Categories	Themes
Social Development	- political systems and organizations - laws of our legal system - behaviours that are needed for a democracy to work - fundamental rights - appropriate and inappropriate social behaviours in various situations - development of appropriate behaviours as consumers, communicators, workers, members of a family and members of society - other themes
Available Community Resources	- knowledge of available resources (educational, legal, economic, occupational) - use of resources - learner participation in activities organized by community agencies
Recreation	.....
The School System	- learning difficulties - help and encouragement to school-age children - dropping out - how the school works
Current Events	.....
Allophones	- integration of immigrants into Québec society
Social Projects	.....

Theme Categories	Themes
Other Categories	.....

Stage Three: Transition

Theme Categories	Themes
Profile of Previous Learning and Experience	- previous learning and experience: academic and non-academic - use of one's previous learning and experience to achieve a personal or career objective - other themes
Educational and Vocational Information	- job market - job training (Job Readiness Training program) - meetings (with or without a guest speaker) on specific themes: computer technology, jobs not requiring a secondary school diploma, the health sector, etc. - industrial visits - programs aimed at helping employment disadvantaged people enter the job market - other themes
Career Guidance	- interests and aptitudes - personal choices - job hunting - realism of career choices - career choices (meeting in small groups for career guidance) - other themes
Reformulation of the Learning Project	- formulation of a realistic project - solutions to problems (financial, family, child care, time frame for attainment of objectives, etc. - other themes

Theme Categories	Themes
Application of Learning	- adaptation to the new environment - transfer of learning (employability) - plan of action and timetable (who to see: Québec welfare office (Centre Travail-Quebec), Canada Employment and Immigration Centre (CEIC), other steps in achieving one's goal) - other themes
Other Categories	.....

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NOTE:

As many of the previous resources do not exist or could not be located in English, it was considered essential that the English resources in the following pages be included in this second edition of the Guide. All of the resources listed here were originally found in Book 3B of the first edition of the Guide.

RESOURCES FOR FUNCTIONAL SKILLS DEVELOPMENT

Local Public Library: Simple reading books, films, recordings and pictures. Librarians provide information and assistance in use of the library.

Banks: Deposit and withdrawal slips, blank cheques, calendars, pamphlets on banking

Post Office: Change-of-address cards, money-order application blanks, copies of pamphlets on postal rules and regulations, postage rates for letters, newspapers and packages

Railroad and Bus Depot: Timetables, schedules

Business and Industry: Information on products and commodities, application forms, safety regulations, instructional booklets, catalogues and order forms

Municipal Offices: Booklets, pamphlets

Medical Clinics: Pamphlets, booklets on diseases, health care, nutrition

Recreational Centres: Information brochures, application forms, schedules

Educational Centres: Brochures on courses

Government Agencies: Folders and booklets on family health, nutrition, fire and driving safety rules

Newspaper: Recipes, ads

Local Food Stores: Information circulars on buying food, planning wholesome meals, comparison shopping, recipes

Local Tourist Bureau: Maps, brochures, pamphlets

Protestant School Board of Greater Montreal: Life Skills learning packages can be purchased.

SUGGESTED READING FOR INSTRUCTORS

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BOOK 3

ENGLISH

- Basic Skills
- Lipe Skills Orientation
- Pre-Secondary Orientation

Québec

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 3

ENGLISH

- BASIC SKILLS
- LIFE SKILLS ORIENTATION
- PRE-SECONDARY ORIENTATION

1991

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INTRODUCTION

The following guidelines are meant to facilitate the use of the English literacy objectives found in this section of the Guide.

- The learning objectives are designed to help adult learners acquire the knowledge and techniques which will meet their particular needs.
- It is important to integrate these objectives into the learners' real-life situations so that they become aware of the learning process and of the control they exercise over it.
- The learning objectives enable learners to start working on their respective learning projects by taking into account the skills they have already learned and favouring immediate access to objectives which they have not yet mastered.

The ten modules of this booklet cover different but interrelated areas of learning. Modules 1, 5 and 8 deal with listening and speaking skills. Reading skills are covered in modules 2, 3, 5, 8 and 10. Writing skills are dealt with in modules 4, 5, 6, 7 and 8.

Module 9 (Thinking Skills) covers the skills that enable us to benefit most from language and learning.

Module 10 (Using References) focusses on the utilization of existing public information, so that learners do not have to depend solely on their own personal resources.

All learning objectives can and must be integrated simultaneously with the various themes of the Guide.

It should be noted that under each terminal objective, the intermediate objectives are presented in a progressive order of difficulty and should be taught accordingly. The modules, however, are not presented in any particular order.

The mastering of all intermediate objectives in a given section should normally imply that the terminal objective has been achieved. All terminal objectives in a particular module are covered by the general objective of that module.

Items listed in the Contents column are in many cases examples or suggestions only, so that the instructor can develop and extend these objectives, by adding the definitions or examples best suited to the particular learner or group of learners.

It is understood that the learning objectives listed in this book are not meant to serve as a teaching method. It is the instructor's prerogative to determine a method for presenting this material based on the teaching methods used in his or her particular school or centre. (*)

The bibliography appearing at the end of this book is certainly not exhaustive. However, the references it lists have guided our work and should serve as additional resource materials when working with the objectives contained in this part of the Guide.

* At the request of literacy practitioners, we have organized the objectives of the Guide into three groupings:

1. Basic Skills
2. Life Skills Orientation
3. Pre-Secondary Orientation

PRESENTATION OF THE GENERAL OBJECTIVE OF EACH MODULE

1.	Oral Communication	To develop effective speaking and listening skills to function within society.
2.	Reading Comprehension	To become a competent, efficient and appreciative reader of the English language.
3.	Recognizing Word Structure	To use association of letters in words to derive meaning from print.
4.	The Writing Process	To be able to communicate in writing with confidence, fluency and clarity.
5.	Vocabulary Building	To enhance the understanding of language through the knowledge of words.
6.	The Mechanics of Writing	To develop the adult learners' ability in error-free writing.
7.	Spelling	To become competent in spelling.
8.	English Grammar and Usage	To apply the standard conventions of English language usage in both oral and written communication.
9.	Thinking Skills	To develop the basic thinking skills which are utilized in problem solving.
10.	Using References	To become aware of reference materials and to learn the skills necessary to use them efficiently.

BASIC SKILLS

BASIC SKILLS: TERMINAL OBJECTIVES

MODULE 1: ORAL COMMUNICATION

1.1. To develop recognition of the importance of effective communication.

1.2 To express thoughts, feelings and needs clearly.

1.3 To develop listening skills.

1.4 To develop positive attitudes towards speaking.

1.5 To apply effective communication in daily life.

MODULE 2: READING COMPREHENSION

2.1 To understand the use and purpose of reading.

2.2 To develop reading strategies.

2.3 To apply reading to personal life and growth.

2.4 To increase awareness and develop an appreciation of literature.

MODULE 3: RECOGNIZING WORD STRUCTURE

3.1 To use configuration clues to identify new words.

3.2 To understand and use phonetic analysis to pronounce unknown words.

3.3 To use structural analysis to identify words by recognizing structures in them.

MODULE 4: THE WRITING PROCESS

4.1 To express ideas and experiences in writing.

4.2 To come to an appreciation of the writing process.

4.3 To understand the structure within writing.

4.4 To use language effectively in writing.

4.5 To apply writing to personal life and growth.

4.6 To write for a specific purpose.

MODULE 5: VOCABULARY BUILDING

5.1 To understand the need for a wide vocabulary.

5.2 To associate words with meaning.

5.3 To recognize and utilize context clues.

5.4 To develop skill in building words.

5.5 To use dictionary aids for more accurate and effective language.

5.6 To apply new vocabulary in real-life situations.

MODULE 6: THE MECHANICS OF WRITING

6.1 To write complete sentences.

6.2 To use capitals correctly.

6.3 To understand and use various forms of punctuation correctly.

6.4 To use proper format for written papers.

6.5 To use neat penmanship.

MODULE 7: SPELLING

7.1 To encourage spelling through writing.

7.2 To learn spelling strategies.

7.3 To develop a core of known words.

7.4 To use a dictionary to aid spelling.

MODULE 8: ENGLISH GRAMMAR AND USAGE

8.1 To understand the principles of grammar.

8.2 To improve both spoken and written language through correct grammar usage.

MODULE 9: THINKING SKILLS

9.1 To improve memory.

9.2 To develop logical thinking.

9.3 To develop creative thinking.

9.4 To develop critical thinking.

MODULE 10: USING REFERENCES

10.1 To develop the skills required for using reference materials.

10.2 To use references as an aid to word meaning, pronunciation, spelling and vocabulary enrichment.

10.3 To use reference material which is presented in a unique format.

BASIC SKILLS

MODULE 1

ORAL COMMUNICATION

TERMINAL OBJECTIVE:

1.1 TO DEVELOP RECOGNITION OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION

INTERMEDIATE OBJECTIVES	CONTENTS
1.1.1 To listen to and correctly interpret a short sequence of instructions.	- concept/vocabulary of sequence - e.g., "Write your name on the top line. Skip two lines. Then write your address." "Put two tables together. Arrange four chairs around. Pass the cards out."
1.1.2 To give instructions clearly so that others may follow them.	- tell another person how to ... make coffee, get to the bus stop - relate instructor's instructions
1.1.3 To learn to keep to the topic under discussion.	- small group discussion - conversation - relate, retell event or story

TERMINAL OBJECTIVE:

1.2 TO EXPRESS THOUGHTS, FEELINGS AND NEEDS CLEARLY

INTERMEDIATE OBJECTIVES	CONTENTS
1.2.1 To speak loudly enough to be heard.	- one to one - small group
1.2.2 To answer specific factual questions.	- name, address, workplace, etc. - daily life: weather, traffic, T.V. - stories/articles read or heard
1.2.3 To ask questions and make requests.	- find out about and introduce another person - ask, dictate, record questions about topic or reading - spoken word games: I spy, 20 questions
1.2.4 To relate experiences, feelings and ideas.	- everyday happenings: personal, current, sports events - express hopes, plans, disappointments, memories - understand "feeling" words: sad, angry, happy, excited, etc.
1.2.5 To pronounce correctly all words commonly used.	- words common to daily life, found in reading

TERMINAL OBJECTIVE:

1.3 TO DEVELOP LISTENING SKILLS

INTERMEDIATE OBJECTIVES	CONTENTS
1.3.1 To recall specific information heard.	- stories/radio/conversation - memory games
1.3.2 To receive directions and messages accurately.	- act on directions and messages
1.3.3 To listen to short stories, accounts and discussions.	- listen quietly for 5-15 minutes - retell main ideas
1.3.4 To listen to others in order to be part of a discussion.	- informal discussions (2-4 people)

TERMINAL OBJECTIVE:

1.4 TO DEVELOP POSITIVE ATTITUDES TOWARDS SPEAKING

INTERMEDIATE OBJECTIVES	CONTENTS
1.4.1 To indicate willingness to relate one's own experiences to ideas and concepts heard and read.	- encourage comments, opinions on current issues, reading matter, lessons, work, etc.
1.4.2 To relate to others by acknowledging their input and opinions.	- answer/question/comment during conversation

TERMINAL OBJECTIVE:

1.5 TO APPLY EFFECTIVE COMMUNICATION IN DAILY LIFE

INTERMEDIATE OBJECTIVES	CONTENTS
1.5.1 To be able to provide personal information clearly.	- personal data - medical and health matters
1.5.2 To request and provide information and directions.	- at work, home, in class, stores, etc.
1.5.3 To express opinions.	

BASIC SKILLS

MODULE 2

READING COMPREHENSION

TERMINAL OBJECTIVE:

2.1 TO UNDERSTAND THE USE AND PURPOSE OF READING

INTERMEDIATE OBJECTIVES	CONTENTS
2.1.1 To understand the need to communicate in society.	discussion - to record - to inform - for pleasure
2.1.2 To define personal need to read.	- household/medical products (labels) - official letters/forms - directions - catalogues, etc.
2.1.3 To define personal desire to read.	discuss and see - personal letters - newspapers - fiction/non-fiction - circulars/advertising - general information, etc.
2.1.4 To identify the purpose of different types of texts.	- notes/letters - advertising - novels/stories - newspapers/magazines - instructions - signs, etc.
2.1.5 To gain the confidence to select personal reading material.	- know interests/ability - source/location of various reading materials - browse * Learners are not expected to read all these at this level, but to know of them.

TERMINAL OBJECTIVE:

2.2 TO DEVELOP READING STRATEGIES

INTERMEDIATE OBJECTIVES	CONTENTS
2.2.1 To associate words with meaning.	- choice of appropriate texts
2.2.2 To predict content.	- preview for content - determine function of text
2.2.3 To use accumulated knowledge to derive meaning from reading.	- use of whole language - language experience
2.2.4 To use context cuing.	- prediction/guessing/cloze exercises
2.2.5 To take risks.	- accept mistakes - cope with mistakes - know where and when to seek help
2.2.6 To anticipate the organization of reading material.	- recognize structure in reading (sentence titles, paragraph dialogue, etc.) - identify specific function of text - story, rhyme, forms, letters, directions, etc.

TERMINAL OBJECTIVE:

2.3 TO APPLY READING TO PERSONAL LIFE AND GROWTH

INTERMEDIATE OBJECTIVES	CONTENTS
2.3.1 To develop a basic sight vocabulary.	- self and family - social sight words (signs) - immediate environment - frequently used in reading - themes
2.3.2 To read materials reflecting personal surroundings and interests.	- language experience
2.3.3 To respond to basic reading requirements.	- everyday life - notes - labels - instructions - directions - forms
2.3.4 To use reading to improve confidence and enhance current interests and abilities.	- reading material which reflects reader interests and personality

TERMINAL OBJECTIVE:

2.4 TO INCREASE AWARENESS AND DEVELOP AN APPRECIATION OF LITERATURE

INTERMEDIATE OBJECTIVES	CONTENTS
2.4.1 To enjoy listening to and reading the sounds, rhythms and images of language.	- songs, poems, rhymes, riddles, stories, fables, legends, descriptions
2.4.2 To enhance the imagination by accepting and reflecting upon words, stories, ideas.	- re-create events, images - relate to known - discuss
2.4.3 To interpret human behaviour, feelings through characters in literature.	- identify - relate to characters and actions - discuss
2.4.4 To know self better through comparison and contrasting fictional characters.	- discuss

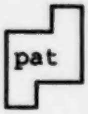
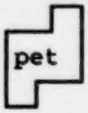
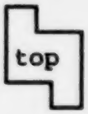
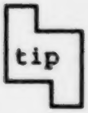
BASIC SKILLS

MODULE 3

RECOGNIZING WORD STRUCTURE

TERMINAL OBJECTIVE:

3.1 TO USE CONFIGURATION CLUES TO IDENTIFY NEW WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
3.1.1 To recognize visual differences in letters.	- letters that are tall - letters that are short - letters that extend downward
3.1.2 To recognize the difference between capitals and small letters.	
3.1.3 To observe the general appearance of a word as a clue to word recognition.	- tallness and length - vertical characteristics - ascending and descending - letters of word patterns - double letters    

TERMINAL OBJECTIVE:

3.2 TO UNDERSTAND AND USE PHONETIC ANALYSIS TO PRONOUNCE UNKNOWN WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
3.2.1 To recognize each letter of the alphabet.	- name and sound - lower and upper case
3.2.2 To identify initial and final sounds.	- stem, beef
3.2.3 To recognize and distinguish between short vowel sounds.	- ă, ĕ, ĭ, ŏ, ŭ, y̆
3.2.4 To recognize two-consonant diagraphs as representing one sound.	
3.2.5 To listen for words that rhyme.	- bat, mat, cat - rain, pain, chain
3.2.6 To recognize the sound of er, ur, ir, ar, or.	
3.2.7 To identify long vowel sounds.	- ā, ē, ī, ō, ū
3.2.8 To recognize frequently used homophones.	- hear, here - no, know
3.2.9 To recognize consonant blends.	- spoon brush - snake plane etc. (28 in all)
3.2.10 To pronounce words by sound units.	
3.2.11 To recognize that some letters have more than one sound.	- hard and soft sounds of 'c', 'g'
3.2.12 To recognize vowel digraphs.	- oi, oy; ou, ow; au, aw; ear(er), ir, ur
3.2.13 To recognize silent letters in frequently used words.	- walk, sign - write, knot, etc.

TERMINAL OBJECTIVE:

3.3 TO USE STRUCTURAL ANALYSIS TO IDENTIFY WORDS BY RECOGNIZING STRUCTURES IN THEM

INTERMEDIATE OBJECTIVES	CONTENTS
3.3.1 To recognize root words.	- jumping - jump
3.3.2 To recognize word endings used to indicate verb tense or plurals.	- ed - ing - es, s
3.3.3 To form contractions.	- are not: aren't
3.3.4 To recognize compound words.	- daylight
3.3.5 To understand and apply the principle of syllabication.	- jog/ger - pur/chase - ra/di/o, etc.
3.3.6 To understand the concept of abbreviations.	- Dr., St., Dec.
3.3.7 To use possessives.	- the dog's paw
3.3.8 To recognize, understand and use the most common prefixes and suffixes.	- prefixes: in-, un-, dis-, mis-, etc. - suffixes: -er, -ful, etc.

BASIC SKILLS

MODULE 4

THE WRITING PROCESS

TERMINAL OBJECTIVE:

4.1 TO EXPRESS IDEAS AND EXPERIENCES IN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.1.1 To provide personal information.	- copy - write - fill in forms
4.1.2 To become a willing and confident writer.	language experience - copy from dictation - directed writing - free writing
4.1.3 To write independently.	
4.1.4 To write as a means of expressing oneself, ordering of experience, clarifying thoughts and ideas.	- lists - stories - diaries - journals - notes - poems

TERMINAL OBJECTIVE:

4.2 TO COME TO AN APPRECIATION OF THE WRITING PROCESS

INTERMEDIATE OBJECTIVES	CONTENTS
4.2.1 To prepare to write.	- choose a topic - read/discuss - collect - organize - purpose
4.2.2 To write for content and meaning.	- write a first draft
4.2.3 To edit and revise.	- re-read - check meaning - discuss - check spelling/structure
4.2.4 To write and present a final copy.	

TERMINAL OBJECTIVE:

4.3 TO UNDERSTAND THE STRUCTURE WITHIN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.3.1 To understand the concept of separate words.	- accepted word sequence
4.3.2 To write complete sentences.	- statement - question - exclamation
4.3.3 To vary sentence structure and length.	- vary sentence length - use different beginnings

TERMINAL OBJECTIVE:

4.4 TO USE LANGUAGE EFFECTIVELY IN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.4.1 To choose words carefully to suit the precise meaning.	- strong vocabulary - word variety - synonyms
4.4.2 To write concisely and clearly.	- avoid wordiness, repetition and ambiguity
4.4.3 To use transitory devices smoothly.	- link words: and, or, but, because, then, so that, etc.

TERMINAL OBJECTIVE:

4.5 TO APPLY WRITING TO PERSONAL LIFE AND GROWTH

INTERMEDIATE OBJECTIVES	CONTENTS
4.5.1 To receive and write messages.	- telephone - appointments
4.5.2 To write informal notes.	- landlord, neighbour
4.5.3 To write greeting cards and postcards.	
4.5.4 To address an envelope correctly.	

TERMINAL OBJECTIVE:

4.6 TO WRITE FOR A SPECIFIC PURPOSE

INTERMEDIATE OBJECTIVES	CONTENTS
4.6.1 To narrate.	- personal experiences - stories - news events
4.6.2 To record.	- address book, calendar, forms, journal
4.6.3 To inform.	- communicate knowledge, skill, experience
4.6.4 To describe.	- person, place, objects, feelings

BASIC SKILLS

MODULE 5

VOCABULARY BUILDING

TERMINAL OBJECTIVE:

5.1 TO UNDERSTAND THE NEED FOR A WIDE VOCABULARY

INTERMEDIATE OBJECTIVES	CONTENTS
5.1.1 To talk about things heard, seen and/or read.	- home/work, news, radio/T.V. shows, class reading
5.1.2 To ask questions to clarify proceedings or concepts.	- phrase questions clearly and confidently
5.1.3 To express ideas, facts and opinions clearly.	

TERMINAL OBJECTIVE:

5.2 TO ASSOCIATE WORDS WITH MEANING

INTERMEDIATE OBJECTIVES	CONTENTS
5.2.1 To associate the spoken word with pictures and symbols.	- posters, picture books, public signs using symbols
5.2.2 To associate the spoken word with the written word.	- names, public signs, beginning readers, flash cards
5.2.3 To enrich vocabulary by using new meanings for familar words.	- words with multiple meanings: play, spring, light
5.2.4 To use synonyms and antonyms to bring precision and variety to language.	

TERMINAL OBJECTIVE:

5.3 TO RECOGNIZE AND UTILIZE CONTEXT CLUES

INTERMEDIATE OBJECTIVES	CONTENTS
5.3.1 To identify a word by using clues in pictures or cartoons.	- identify activity, season or facial expression
5.3.2 To identify a word by using what is given in a sentence.	- a reasonable guess
5.3.3 To predict the meaning of an unknown word when it is part of a list of already known words.	- months, names, numbers
5.3.4 To use past experience to help define a new word.	- known: farm, widow unknown: farmer, widower

TERMINAL OBJECTIVE:

5.4 TO DEVELOP SKILL IN BUILDING WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
5.4.1 To use word roots as an aid to meaning.	- employer, weekly
5.4.2 To recognize compound words.	- flashlight, newspaper
5.4.3 To understand the use of prefixes and suffixes as clues to meaning.	- most commonly used: un-, pre-, re-; -er, -ful, -ly
5.4.4 To develop new words by using word families.	- happy, happiness, happily, unhappy

TERMINAL OBJECTIVE:

5.5 TO USE DICTIONARY AIDS FOR MORE ACCURATE AND EFFECTIVE LANGUAGE

INTERMEDIATE OBJECTIVES	CONTENTS
5.5.1 To understand the general format of a dictionary page. 5.5.2 To understand the purpose of entry and guide words. 5.5.3 To use a dictionary to find correct spellings and meanings.	- use simple beginner's dictionary

TERMINAL OBJECTIVE:

5.6 TO APPLY NEW VOCABULARY IN REAL-LIFE SITUATIONS

INTERMEDIATE OBJECTIVES	CONTENTS
5.6.1 To build a sight vocabulary relevant to the student.	- mostly commonly used words
5.6.2 To accumulate a reading vocabulary of words needed in a student's immediate environment.	- family names, common signs and labels

BASIC SKILLS

MODULE 6

THE MECHANICS OF WRITING

TERMINAL OBJECTIVE:

6.1 TO WRITE COMPLETE SENTENCES

INTERMEDIATE OBJECTIVES	CONTENTS
6.1.1 To recognize a sentence as a complete thought. 6.1.2 To write simple sentences. 6.1.3 To distinguish between a complete sentence and a sentence fragment.	

TERMINAL OBJECTIVE:

6.2 TO USE CAPITALS CORRECTLY

INTERMEDIATE OBJECTIVES	CONTENTS
6.2.1 To use a capital at the beginning of a sentence.	
6.2.2 To use capitals for proper nouns.	- people: John - places: Clear Lake Montréal Rocky Mountains - organizations: The Bay The Boy Scouts of Canada
6.2.3 To capitalize calendar divisions.	- days of the week - months - special holidays
6.2.4 To use capitals in titles.	- books, movies etc.

TERMINAL OBJECTIVE:

6.3 TO UNDERSTAND AND USE VARIOUS FORMS OF PUNCTUATION CORRECTLY

INTERMEDIATE OBJECTIVES	CONTENTS
6.3.1 To use end punctuation correctly.	- period - question mark - exclamation mark
6.3.2 To understand the use of periods in abbreviations.	- Mr. - Nov. - Mon.
6.3.3 To use the apostrophe in contractions and possessives.	- isn't - girl's
6.3.4 To use the comma correctly.	- dates and places - series

TERMINAL OBJECTIVE:

6.4 TO USE PROPER FORMAT FOR WRITTEN PAPERS

INTERMEDIATE OBJECTIVES	CONTENTS
6.4.1 To form complete sentences.	
6.4.2 To write questions.	
6.4.3 To understand and use the format for letter writing.	- notes
6.4.4 To adjust the format to the purpose of writing.	- instructions - lists - recipes - notes

TERMINAL OBJECTIVE:

6.5 TO USE NEAT PENMANSHIP

INTERMEDIATE OBJECTIVES	CONTENTS
6.5.1 To print/write one's name. 6.5.2 To print lower-case and capital letters. 6.5.3 To print words legibly. 6.5.4 To use cursive writing.	

BASIC SKILLS

MODULE 7

SPELLING

TERMINAL OBJECTIVE:

7.1 TO ENCOURAGE SPELLING THROUGH WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
7.1.1 To develop a willingness to write, despite spelling problems.	- frequent writing - take risks in spelling - drafts - proofread
7.1.2 To use copying as an aid to writing and spelling.	- short stories - poems
7.1.3 To take dictation to help spelling.	- words in context - lists

TERMINAL OBJECTIVE:

7.2 TO LEARN SPELLING STRATEGIES

INTERMEDIATE OBJECTIVES	CONTENTS
7.2.1 To use a multisensory approach to spelling.	- say, trace, hear, write - repetition
7.2.2 To use visual techniques.	- look/cover/write - flashcards - jigsaw - collect words
7.2.3 To use an auditory approach to spelling.	- phonics - pronunciation by syllable - mnemonics
7.2.4 To use a logical approach to spelling.	- syllables - word patterns
7.2.5 To form generalizations about spelling patterns from student writing.	

TERMINAL OBJECTIVE:

7.3 TO DEVELOP A CORE OF KNOWN WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
7.3.1 To spell words relating to personal information.	- name, address, forms, etc.
7.3.2 To spell words used in social and work settings.	- names - health/household - days/months/numbers - places - recreation - transport - work-related - public signs
7.3.3 To spell words frequently used in writing.	- common verb forms/pronouns, etc. - plurals - question words
7.3.4 To know frequently used words with unusual spellings.	- e.g., silent letters, ph, gh

TERMINAL OBJECTIVE:

7.4 TO USE A DICTIONARY TO AID SPELLING

INTERMEDIATE OBJECTIVES	CONTENTS
7.4.1 To create a personal spelling dictionary.	- alphabetical order - card index - spelling book (address book)
7.4.2 To use sound clues to look up words in a simplified dictionary.	- choose an appropriate dictionary

BASIC SKILLS

MODULE 8

ENGLISH GRAMMAR AND USAGE

TERMINAL OBJECTIVE:

8.1 TO UNDERSTAND THE PRINCIPLES OF GRAMMAR

INTERMEDIATE OBJECTIVES	CONTENTS
8.1.1 To correctly use and spell common forms of plurals of nouns.	- using the correct plural spelling for: a) ch, sh, z, s, x b) y c) f or fe (knife\knives) d) o
8.1.2 To correctly use and spell singular and plural possessive nouns.	- his, her, their - this, these, etc.
8.1.3 To use helping verbs.	- do, did * - have, has, had
8.1.4 To choose the correct forms of pronouns for subject and object.	- The boys will put the toys away. * They will put them away. * To be introduced informally rather than as "grammar".

TERMINAL OBJECTIVE:

8.2 TO IMPROVE BOTH SPOKEN AND WRITTEN LANGUAGE THROUGH CORRECT GRAMMAR USAGE

INTERMEDIATE OBJECTIVES	CONTENTS
8.2.1 To use verbs and verb forms correctly.	- to be - to have
8.2.2 To use the negative form correctly.	- verb + not
8.2.3 To form questions.	
8.2.4 To have agreement of predicate with subject.	- The book is on the desk. - The books are here.
8.2.5 To understand the present tense in the third person.	- The dog barks. - The dogs bark.
8.2.6 To avoid using double negatives.	- Do not (never) cross the street on a red light.
8.2.7 To omit unnecessary words	- This (here) cup is empty.
8.2.8 To use negative and affirmative forms of contractions.	- I've - isn't
	N.B. To be introduced informally as part of discussion and editing process.

BASIC SKILLS

MODULE 9

THINKING SKILLS

TERMINAL OBJECTIVE:

9.1 TO IMPROVE MEMORY

INTERMEDIATE OBJECTIVES	CONTENTS
9.1.1 To improve auditory recall.	- follow simple spoken instructions - retell events - recall facts - relate poems/songs - memory games
9.1.2 To improve visual recall.	- trace patterns, letters, words - reproduce patterns, plans, words - recognize shape of words - memory games - associate picture symbols to words - abbreviations as symbols

TERMINAL OBJECTIVE:

9.2 TO DEVELOP LOGICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.2.1 To recognize similarities and differences.	- visual figures and patterns, letters, words - determine relation through shape, colour, part of whole, synonyms, antonyms - similes
9.2.2 To understand the concept of sequence.	- sequence patterns: size, alphabet, time, degree of meaning - name letters in alphabetical order - copy words/sentences - arrange words in alphabetical order - follow and give sequential directions - cause and effect - sequential order of events in stories - use story pattern: opening, development, climax, closing
9.2.3 To classify items by grouping.	- sort objects and words indicating common factor or linking similar concepts
9.2.4 To understand analogy.	- similes

TERMINAL OBJECTIVE:

9.3 TO DEVELOP CREATIVE THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.3.1 To read, listen and talk about imaginative works.	- fiction, poetry, biography, history, travel, drama, art, music - respond emotionally to selections
9.3.2 To play with words.	- multiple meanings, jokes, riddles, puzzles, rhymes, poems, games
9.3.3 To relate to the feelings/ behaviour of others.	- discussion - fictional characters - detect mood
9.3.4 To become more flexible in thinking.	- brainstorming - what if ...? - what else could ... ?

TERMINAL OBJECTIVE:

9.4 TO DEVELOP CRITICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.4.1 To distinguish between fact and fiction.	- use wide variety of reading and listening material: radio, newspapers, advertising
9.4.2 To distinguish fact from opinion.	- describe concrete objects with factual words and feeling words - express personal viewpoints
9.4.3 To predict events, given facts.	- cause and effect
9.4.4 To reach conclusions based on known evidence.	
9.4.5 To recognize one's own values.	- participation in discussions - state reaction to selections

BASIC SKILLS

MODULE 10

USING REFERENCES

TERMINAL OBJECTIVE:

10.1 TO DEVELOP THE SKILLS REQUIRED FOR USING REFERENCE MATERIALS

INTERMEDIATE OBJECTIVES	CONTENTS
10.1.1 To use alphabetical order.	
10.1.2 To recognize the specific information required.	- telephone number - word meaning

TERMINAL OBJECTIVE:

10.2 TO USE REFERENCES AS AN AID TO WORD MEANING, PRONUNCIATION, SPELLING, AND VOCABULARY ENRICHMENT

INTERMEDIATE OBJECTIVES	CONTENTS
10.2.1 To become familiar with the organization of a simple dictionary. 10.2.2 To use a dictionary to find the meaning of words. 10.2.3 To use a dictionary to find the spelling of a word.	- alphabetical order - guide words

TERMINAL OBJECTIVE:

10.3 TO USE REFERENCE MATERIAL WHICH IS PRESENTED IN A UNIQUE FORMAT

INTERMEDIATE OBJECTIVES	CONTENTS
10.3.1 To read time.	- analog - digital
10.3.2 To use calendars.	
10.3.3 To recognize common symbols.	- poison/danger - road signs
10.3.4 To use schedules/timetables.	

BASIC SKILLS
VOCABULARY LIST

BASIC VOCABULARY - A
SIGHT VOCABULARY

The following list contains some of the most frequently used words in the English language and forms the foundation of a basic sight vocabulary.

- A -

a
about
all
an
are
as
at

- B -

be
but
by

- C -

can
could

- D -

do

- E -

each

- F -

for

- G -

go

- H -

has/have
he
help
her/him
his
how

- I -

I
if
in
into
is
it

- L -

like
look

- M -

make
many
me
more
my

- N -

no
not

- O -

of
on
one
or
other
out

- P -

people

- S -

said
she
so
some

- T -

that
the
their
them
then
there
these
they
this
time
to
two

- U -

up
use

- W -

was
we
were
what
when
which
will
with
words
would
write

BASIC VOCABULARY - B
FREQUENTLY USED WORDS

This is a list of words which are frequently used in the English language. The learner should have instant recognition of them by the completion of the Basic section of the Guide.

NOTE: It is important to consider these lists as a supplementary tool for achieving the objectives as presented in modules 2 and 5. However, priority should be given to words which are frequently used by the learner in his/her own environment.

- A -

address
after
again
age
also
always
am
and
answer
any
apple
arrive
ask
ate
away

- B -

back
because
been
before
began
being
below
best
better
between
big
bill
bird
both
boy
bright
bring
brother
bus
buy

- C -

call
came
can't
Canada
car
care
carry
cent
centre
certain
child
children
church
circle
city
clean
clock
clothes
cold
colour
come
country
cry
cut

- D -

Daddy
daughter
dead
dear
department
did
didn't
die
different
dinner

- D -

does
dollar
don't
done
door
down
drink
drive
dry
during

- E -

early
eat
egg
end
English
enough
even
ever
every
eye

- F -

fact
fall
family
far
fast
father
feel
felt
few
fill
find

- F -

finish
fire
first
fish
fly
follow
forgot
form
found
French
friend
from
funny

- G -

gave
get
girl
give
goes
going
good
got
great
grow

- H -

had
half
happy
head
held
here
herself
high
himself
home
hot
house
hurt
husband

- I -

idea
important
Indian
Inuit
its

- J -

job
just

- K -

keep
key
kind
knew
know

- L -

large
later
laugh
least
left
less
lesson
letter
life
light
listen
little
live
long
love
lunch

- M -

made
man
mean
might
Miss
mom
money
more
morning
mother
Mr.
Mrs.
much
music
must
myself

- N -

name
near
never
new
news
next
north
nothing
now
number
nurse

- O -

off
often
oil
once
only
open
our
over
own

- P -

paid
paper
play
please
parking
part
party
passed
pets
phone
picture
place
police
price
problem
program
public
put

- Q -

quarter
Québec
question
quick
quickly
quit

- R -

radio
rain
ran
read
ready
real
remember
ride
right
river
road
room
round
run

- S -

same
saw
school
see
seem
shall
should
show
sick
sign
since
sister
sleep
slow
small
smoke
snow
sometimes
son
soon

- S -

sound
start
still
stop
store
story
street
subtract
such
sure

- T -

take
tax
telephone
thank
thing
think
those
though
thought
three
today
together
too
took
tried
truck
try
turn

- U -

under
us
usual

- V -

very

- W -

walk
want

- W -

war
warm
wash
water
way
week
well
went
where
while
who
whole
why
wife
without
woman
won't
work

- X -

Xmas

- Y -

year
yellow
yes
yesterday
yet
you
you're
young
your
yourself

- Z -

zero

BASIC VOCABULARY - C
DAYS, MONTHS, NUMBERS AND COLOURS

DAYS OF THE WEEK

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

MONTHS OF THE YEAR

January
February
March
April
May
June
July
August
September
October
November
December

NUMBERS

one
two
three
four
five
six
seven
eight
nine
ten
eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen

NUMBERS

twenty
thirty
forty
fifty
sixty
seventy
eighty
ninety
hundred
thousand

COLOURS

black
blue
brown
green
orange
pink
purple
red
turquoise
white
yellow

LIFE SKILLS ORIENTATION

LIFE SKILLS: TERMINAL OBJECTIVES

MODULE 1: ORAL COMMUNICATION

1.1. To develop recognition of the importance of effective communication.

1.2 To express thoughts, feelings and needs clearly.

1.3 To develop listening skills.

1.4 To develop positive attitudes towards speaking.

1.5 To apply effective communication in daily life.

MODULE 2: READING COMPREHENSION

2.1 To understand the use and purpose of reading.

2.2 To develop reading strategies.

2.3 To apply reading to personal life and growth.

2.4 To increase awareness and develop appreciation of literature.

MODULE 3: RECOGNIZING WORD STRUCTURE

3.1 To understand and use phonetic analysis to pronounce unknown words.

3.2 To use structural analysis to identify words.

MODULE 4: THE WRITING PROCESS

4.1 To express ideas and experiences in writing.

4.2 To come to an appreciation of the writing process.

4.3 To understand the structure within writing.

4.4 To use language effectively in writing.

4.5 To apply writing to personal life and growth.

4.6 To write for a specific purpose.

MODULE 5: VOCABULARY BUILDING

5.1 To understand the need for a wide vocabulary.

5.2 To associate words with meaning.

5.3 To recognize and utilize context clues.

5.4 To develop skill in building words.

5.5 To skilfully use dictionary aids for more accurate and effective language.

5.6 To develop exactness in speaking and writing.

5.7 To apply new vocabulary in real-life situations.

MODULE 6: THE MECHANICS OF WRITING

6.1 To write complete sentences.

6.2 To use capitals correctly.

6.3 To understand and use various forms of punctuation correctly.

6.4 To use proper format for written material.

6.5 To use neat penmanship.

MODULE 7: SPELLING

7.1 To encourage spelling through writing.

7.2 To learn spelling strategies.

7.3 To develop a core of known words.

7.4 To use a dictionary to aid spelling.

MODULE 8: ENGLISH GRAMMAR AND USAGE

8.1 To use proper verb tenses in spoken and written communication.

8.2 To understand particular grammar principles.

8.3 To improve both spoken and written language through correct grammar usage.

MODULE 9: THINKING SKILLS

9.1 To improve memory.

9.2 To develop logical thinking.

9.3 To develop creative thinking.

9.4 To develop critical thinking.

MODULE 10: USING REFERENCES

10.1 To develop the skills required for using reference materials.

10.2 To use references as an aid to word meaning, pronunciation, spelling and vocabulary enrichment.

10.3 To use a library.

10.4 To use reference material for specific information.

10.5 To use reference material which is presented in a unique format.

LIFE SKILLS ORIENTATION

MODULE 1

ORAL COMMUNICATION

3.91

TERMINAL OBJECTIVE:

1.1 TO DEVELOP RECOGNITION OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION

INTERMEDIATE OBJECTIVES	CONTENTS
1.1.1 To listen to and correctly interpret a short sequence of instructions.	- concept/vocabulary of sequence - medical instructions - operate appliances or machines - recipes - work or domestic tasks - get from A to B
1.1.2 To give instructions clearly so that others may follow them.	- recognize good (effective) and 'bad' (confusing) instructions - give instructions to co-worker, friend, classmate, child etc.
1.1.3 To learn to keep to the topic under discussion.	- paired or small group discussion - silent observer - preside over a meeting
1.1.4 To discuss a problem or question in order to reach a conclusion.	- cover all points - balance pros and cons - come to conclusion/decision

TERMINAL OBJECTIVE:

1.2 TO EXPRESS THOUGHTS, FEELINGS AND NEEDS CLEARLY

INTERMEDIATE OBJECTIVES	CONTENTS
1.2.1 To speak loudly enough to be heard.	- one to one - group - meeting - telephone
1.2.2 To answer specific factual questions.	- about self, family, work, sports, time, current events, etc. - from spouse, relative, boss, teacher, co-worker, friend, government official, etc.
1.2.3 To ask questions and make requests.	- as above - to have confidence - to know appropriate time/place/ person to ask - to phrase a question clearly
1.2.4 To relate experiences, feelings and ideas.	- in informal conversations - in a formal interview/meeting - appropriateness of situation
1.2.5 To pronounce correctly all words commonly used.	- frequently used words - local expressions - specific words: health, employment, school, etc. - names
1.2.6 To make the voice reflect meaning and feeling.	
1.2.7 To demonstrate control and fluency in speech.	- adjust volume, rate of speech to situation

TERMINAL OBJECTIVE:

1.3 TO DEVELOP LISTENING SKILLS

INTERMEDIATE OBJECTIVES	CONTENTS
1.3.1 To recall specific information heard.	- facts, lists - memory games
1.3.2 To receive directions and messages accurately.	- telephone and personal messages - carry through on directions
1.3.3 To listen to others in order to be part of a discussion.	- listen quietly without interruption - concentration - be able to repeat/rephrase/respond
1.3.4 To select important ideas from a presentation.	- public/religious/union leaders - sales pitch - employer - radio/television
1.3.5 To recognize emotive responses.	- speech reflects feelings - sincere or contrived for effect
1.3.6 To summarize an oral report.	- separate main points from supplementary detail
1.3.7 To evaluate radio programs and television presentations.	

TERMINAL OBJECTIVE:

1.4 TO DEVELOP POSITIVE ATTITUDES TOWARDS SPEAKING

INTERMEDIATE OBJECTIVES	CONTENTS
1.4.1 To indicate willingness to relate one's own experiences to ideas and concepts heard and read.	- informal conversation
1.4.2 To relate to others by acknowledging their input and opinions.	- rephrase/respond/add to points raised
1.4.3 To contribute ideas to discussion.	
1.4.4 To agree or disagree courteously.	
1.4.5 To identify personal strengths and weaknesses.	
1.4.6 To show leadership in discussions.	- initiate discussion - keep conversation going - encourage conclusion/decision - chair a meeting/debate
1.4.7 To participate in public speaking.	- class, community organization, public meeting, call-in radio shows

TERMINAL OBJECTIVE:

1.5 TO APPLY EFFECTIVE COMMUNICATION IN DAILY LIFE

INTERMEDIATE OBJECTIVES	CONTENTS
1.5.1 To be able to provide personal information clearly.	- personal data - medical and health matters
1.5.2 To request and provide information and directions.	
1.5.3 To express opinions.	
1.5.4 To participate effectively in various interview situations.	- parent/teacher - job - medical
1.5.5 To participate in community activities.	- church, school, recreation, politics, union, etc.

LIFE SKILLS ORIENTATION

MODULE 2

READING COMPREHENSION

TERMINAL OBJECTIVE:

2.1 TO UNDERSTAND THE USE AND PURPOSE OF READING

INTERMEDIATE OBJECTIVES	CONTENTS
2.1.1 To understand the need to communicate in society.	discussion - to record - to inform - for pleasure
2.1.2 To define personal need to read.	- household/medical products (labels) - official letters/forms - directions - catalogues, etc.
2.1.3 To define personal desire to read.	- personal letters - newspapers - fiction/non fiction - circulars/advertising - general information, etc.
2.1.4 To identify the purpose of different types of texts.	- notes/letters - advertising - novels/stories - newspapers/magazines - instructions - signs, etc.
2.1.5 To gain the confidence to select personal reading material.	- know interests/ability - source/location of various reading materials - browse

TERMINAL OBJECTIVE:

2.2 TO DEVELOP READING STRATEGIES

INTERMEDIATE OBJECTIVES	CONTENTS
2.2.1 To predict content.	- preview for content - determine function of text - cookbooks, manuals, Bible, forms, T.V. guide - learn to predict how reading will be presented in these varied formats; become familiar with the different ways of presenting written material
2.2.2 To use accumulated knowledge to derive meaning from reading.	
2.2.3 To use context cuing.	- prediction/guessing cloze exercises
2.2.4 To take risks.	- accept mistakes - cope with mistakes - know where and when to seek help
2.2.5 To anticipate the organization of reading material.	- recognize structure in reading (sentence titles, paragraph dialogue, etc.) - identify specific function of text - lists, sequence, plot, newspaper, schedules, bills, advertisements

TERMINAL OBJECTIVE:

2.3 TO APPLY READING TO PERSONAL LIFE AND GROWTH

INTERMEDIATE OBJECTIVES	CONTENTS
2.3.1 To develop advanced sight vocabulary.	- common names: Douglas, Patricia - places: Longueuil, Egypt - signs: escalator, physiotherapy - forms: registration, occupation
2.3.2 To respond to basic reading requirements.	- written tests - everyday life - notes/letters - labels - instructions - directions - forms - ID cards
2.3.3 To use reading to improve confidence and enhance current interests and abilities.	- reading material which reflects reader interests and personality
2.3.4 To use reading material to enlarge general knowledge.	- read for entertainment - read for information
2.3.5 To read to stimulate new interests and abilities.	- know reading preferences - know how to use materials

TERMINAL OBJECTIVE:

2.4 TO INCREASE AWARENESS AND DEVELOP APPRECIATION OF LITERATURE

INTERMEDIATE OBJECTIVES	CONTENTS
2.4.1 To enjoy listening to and reading the sounds, rhythms images of language.	- songs, poems, rhymes, riddles, stories, fables, legends, descriptions, plays
2.4.2 To recognize various forms of literature.	- short story - novel - poem - play
2.4.3 To define values.	
2.4.4 To know oneself through comparison and contrasting of fictional characters.	- short story - song - comic - television, film

LIFE SKILLS ORIENTATION

MODULE 3

RECOGNIZING WORD STRUCTURE

TERMINAL OBJECTIVE:

3.1 TO UNDERSTAND AND USE PHONETIC ANALYSIS TO PRONOUNCE UNKNOWN WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
3.1.1 To recognize consonant sounds including consonant blends.	- blend, bang
3.1.2 To recognize two-consonant digraphs as representing one sound.	- ph, gh
3.1.3 To recognize silent letters.	- design, palm
3.1.4 To recognize words that sound alike (homophones).	- lone, loan
3.1.5 To pronounce words by sound units.	- initial and final consonants - other consonant sounds - long and short vowels - other vowel sounds - silent letters - digraphs
3.1.6 To recognize that some letters have more than one sound.	- meat, bread - thought, tough
3.1.7 To recognize that different letters or combinations of letters may represent the same sounds.	- share, machine

TERMINAL OBJECTIVE:

3.2 TO USE STRUCTURAL ANALYSIS TO IDENTIFY WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
3.2.1 To recognize root words.	- recognize two syllables and more: advisor, population
3.2.2 To recognize, understand and use prefixes and suffixes.	- hydro-, semi-, multi-, -tion, -ous, -able, etc.
3.2.3 To use possessives.	- the dog's paw
3.2.4 To understand and apply the principle of syllabication.	- jog/ger, pur/chase, ra/di/o, etc.
3.2.5 To understand the concept of abbreviations.	- Qué., a.m., S.P.C.A., etc.

LIFE SKILLS ORIENTATION

MODULE 4

THE WRITING PROCESS

TERMINAL OBJECTIVE:

4.1 TO EXPRESS IDEAS AND EXPERIENCES IN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.1.1 To provide personal information.	- write personal information - fill in forms
4.1.2 To become a willing and confident writer.	- dictation - directed writing - free writing
4.1.3 To write independently.	
4.1.4 To write as a means of expressing oneself, ordering of experience, clarifying thoughts and ideas.	- lists - stories - diaries - journals - notes - schedules - reports - minutes of meetings
4.1.5 To express opinions and values in writing.	- journal - letters to editor, politician, etc.

TERMINAL OBJECTIVE:

4.2 TO COME TO AN APPRECIATION OF THE WRITING PROCESS

INTERMEDIATE OBJECTIVES	CONTENTS
4.2.1 To prepare to write.	- choose a topic - read/discuss - collect - organize - purpose
4.2.2 To write for content and meaning.	- write a first draft
4.2.3 To edit and revise.	- re-read - check meaning - discuss - check spelling/structure
4.2.4 To write and present a final copy.	

TERMINAL OBJECTIVE:

4.3 TO UNDERSTAND THE STRUCTURE WITHIN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.3.1 To recognize and use paragraphs. 4.3.2 To write a simple report. 4.3.3 To take minutes.	- structure - organization

TERMINAL OBJECTIVE:

4.4 TO USE LANGUAGE EFFECTIVELY IN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.4.1 To choose words carefully to suit the precise meaning.	- strong vocabulary - word variety - synonyms
4.4.2 To write concisely and clearly.	- avoid wordiness, repetition and ambiguity
4.4.3 To use transitory devices smoothly.	- link words - connectors - transition sentences
4.4.4 To adapt words and style to writing purpose.	- formal - informal - standard/non-standard - slang - prose - dialogue

TERMINAL OBJECTIVE:

4.5 TO APPLY WRITING TO PERSONAL LIFE AND GROWTH

INTERMEDIATE OBJECTIVES	CONTENTS
4.5.1 To receive and write messages.	- telephone - appointments
4.5.2 To write informal notes.	
4.5.3 To write greeting cards and postcards.	
4.5.4 To keep a personal diary/journal.	
4.5.5 To know the required format for a personal letter.	- heading, opening, body of letter, closing, margins - type of paper/pen
4.5.6 To gain confidence in writing different types of personal letters.	- family/friend - invitation - thank-you note - sympathy
4.5.7 To address an envelope correctly.	
4.5.8 To know the required format for business letters.	
4.5.9 To write different types of business letters.	- job application - government department - information/complaint - reservations
4.5.10 To write letters to the editor of a newspaper/magazine.	- express an opinion or value

TERMINAL OBJECTIVE:

4.6 TO WRITE FOR A SPECIFIC PURPOSE

INTERMEDIATE OBJECTIVES	CONTENTS
4.6.1 To narrate.	- personal experiences - stories - news events
4.6.2 To inform.	- letters, notes, forms, reports
4.6.3 To describe.	
4.6.4 To give directions.	
4.6.5 To record.	- lists, reports, diaries, forms, bills, receipts

LIFE SKILLS ORIENTATION

MODULE 5

VOCABULARY BUILDING

TERMINAL OBJECTIVE:

5.1 TO UNDERSTAND THE NEED FOR A WIDE VOCABULARY

INTERMEDIATE OBJECTIVES	CONTENTS
5.1.1 To talk about things heard, seen and/or read.	- radio/T.V., newspapers, books, work, community
5.1.2 To ask questions to clarify proceedings or concepts.	- at work, in class - at meetings of family, salespersons, government officials, medical personnel
5.1.3 To express ideas, facts, opinions clearly.	

TERMINAL OBJECTIVE:

5.2 TO ASSOCIATE WORDS WITH MEANING

INTERMEDIATE OBJECTIVES	CONTENTS
5.2.1 To enrich vocabulary by using new meanings for already familiar words.	- keys (door, music, keyboard) - office (place, position)
5.2.2 To choose words to express exact meaning.	- employer, boss, owner, manager, supervisor, client, customer, patient, passenger
5.2.3 To be aware of idioms and colloquial usage.	- green thumb, rain check, blow the whistle

TERMINAL OBJECTIVE:

5.3 TO RECOGNIZE AND UTILIZE CONTEXT CLUES

INTERMEDIATE OBJECTIVES	CONTENTS
5.3.1 To identify a word by using clues in pictures, cartoons or maps.	- road maps, instruction manuals, diagrams, comic strips
5.3.2 To identify a word by using what is given in a sentence.	
5.3.3 To predict the meaning of an unknown word when it is part of a list of words already known.	- groceries, car parts, store directory, recipes
5.3.4 To use context clues to understand articles and advertisements.	

TERMINAL OBJECTIVE:

5.4 TO DEVELOP SKILL IN BUILDING WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
5.4.1 To recognize compound words.	- lifelong, waterproof
5.4.2 To understand the use of prefixes and suffixes as clues to meaning.	- postnatal, transmit, international operator, sorrowful
5.4.3 To develop new words by using word families.	- employer, employee, employ, employable, employment, unemployed
5.4.4 To use word roots as an aid to meaning.	- forgetfulness

TERMINAL OBJECTIVE:

5.5 TO SKILFULLY USE DICTIONARY AIDS FOR MORE ACCURATE AND EFFECTIVE LANGUAGE

INTERMEDIATE OBJECTIVES	CONTENTS
5.5.1 To understand the general format of a dictionary page. 5.5.2 To understand the purpose of entry and guide words. 5.5.3 To use a dictionary to find correct spellings and meanings. 5.5.4 To use a dictionary for correct pronunciation of a word. 5.5.5 To use a simple thesaurus.	

TERMINAL OBJECTIVE:

5.6 TO DEVELOP EXACTNESS IN SPEAKING AND WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
5.6.1 To receive and give directions and messages accurately.	- at home, in the workplace, in the community
5.6.2 To express clearly feelings attributed to self and others.	- communication skills
5.6.3 To indicate ability to use new words in discussion, reports and explanations.	
5.6.4 To know and use specialized vocabulary as it pertains to subject area.	- labels, social services, education, health, politics, machinery, appliances
5.6.5 To expand oral vocabulary through the use of news articles and specialized subjects.	

TERMINAL OBJECTIVE:

5.7 TO APPLY NEW VOCABULARY IN REAL-LIFE SITUATIONS

INTERMEDIATE OBJECTIVES	CONTENTS
5.7.1 To build an advanced sight vocabulary relevant to the student.	
5.7.2 To use newly learned words in communicating facts and ideas.	
5.7.3 To complete various forms requiring basic personal information.	
5.7.4 To use knowledge of word parts to understand various job titles and duties.	- technician, jurist, vice-president
5.7.5 To use the metric system prefixes for better understanding.	- kilogram, centimetre

LIFE SKILLS ORIENTATION

MODULE 6

THE MECHANICS OF WRITING

TERMINAL OBJECTIVE:

6.1 TO WRITE COMPLETE SENTENCES

INTERMEDIATE OBJECTIVES	CONTENTS
6.1.1 To distinguish between a complete sentence and a sentence fragment. 6.1.2 To write simple sentences. 6.1.3 To write compound and complex sentences. 6.1.4 To correct faulty sentences.	- examples of sentence fragments - When I went to the hospital - That she couldn't attend

TERMINAL OBJECTIVE:

6.2 TO USE CAPITALS CORRECTLY

INTERMEDIATE OBJECTIVES	CONTENTS
6.2.1 To understand that the first word in a formal piece of writing is capitalized.	- first word of sentence - salutation: Dear Mary - closing: Yours truly - traditional poetry - direct quotation: He asked, "May I leave?"
6.2.2 To capitalize proper nouns.	- boy - John, lake - Clear Lake
6.2.3 To capitalize calendar divisions.	- days of week - months - holidays
6.2.4 To understand when words referring to people are to be capitalized.	- titles of respect, profession, officials: Dr. Beech, Your Honour - nouns of kinship: Grandfather, Aunt Judy - epithets - deity - races and ethnic groups
6.2.5 To use capitals for buildings, places and geographical features.	- Royal Victoria Hospital - the Rocky Mountains - Main Street
6.2.6 To understand that names of organizations and businesses are capitalized.	- Boy Scouts of Canada - The Bay
6.2.7 To capitalize names of governmental departments and positions.	- Ministry of Education - Prime Minister
6.2.8 To capitalize trade names.	- Coke, Kleenex
6.2.9 To capitalize titles.	- publications - plays, movies - art - religion

TERMINAL OBJECTIVE:

6.3 TO UNDERSTAND AND USE VARIOUS FORMS OF PUNCTUATION CORRECTLY

INTERMEDIATE OBJECTIVES	CONTENTS
6.3.1 To use end punctuation correctly.	- period - question mark - exclamation mark
6.3.2 To understand the use of periods in abbreviations.	- Mr. - Nov. - etc.
6.3.3 To use the apostrophe in contractions and possessives.	- isn't - girl's
6.3.4 To use quotation marks in direct quotation.	- He said, "I will be there."
6.3.5 To use the comma correctly.	- dates and places - series - introductory words - complex sentences - introductory phrases
6.3.6 To use a colon to introduce a list of items.	
6.3.7 To use the hyphen.	

TERMINAL OBJECTIVE:

6.4 TO USE PROPER FORMAT FOR WRITTEN MATERIAL

INTERMEDIATE OBJECTIVES	CONTENTS
6.4.1 To form complete sentences.	
6.4.2 To write questions.	
6.4.3 To indent paragraphs.	
6.4.4 To understand and use format for letter writing.	- notes - informal letters - envelopes
6.4.5 To understand how to use format for a business letter.	
6.4.6 To adjust format to purpose of writing.	- instructions - lists - recipes - notes

TERMINAL OBJECTIVE:

6.5 TO USE NEAT PENMANSHIP

INTERMEDIATE OBJECTIVES	CONTENTS
6.5.1 To use cursive writing.	
6.5.2 To meet standards for headings, margins, indentations, and for writing and spelling in all written work.	
6.5.3 To adapt printing to complete different types of forms.	- application forms - registration forms
6.5.4 To develop responsibility for self-appraisal and checking.	

LIFE SKILLS ORIENTATION

MODULE 7

SPELLING

TERMINAL OBJECTIVE:

7.1 TO ENCOURAGE SPELLING THROUGH WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
7.1.1 To develop a willingness to write, despite spelling problems.	- frequent writing - take risk in spelling - write drafts - proofread
7.1.2 To use copying as an aid to writing and spelling.	- poems - names - lists
7.1.3 To take dictation to help spelling.	- words in context - lists

TERMINAL OBJECTIVE:

7.2 TO LEARN SPELLING STRATEGIES

INTERMEDIATE OBJECTIVES	CONTENTS
7.2.1 To use a multisensory approach to spelling.	- say, trace, hear, write - repetition
7.2.2 To use visual techniques.	- look/cover/write - flashcards - jigsaw - collect words
7.2.3 To use an auditory approach to spelling.	- phonics - pronunciation by syllable - mnemonics
7.2.4 To use a logical approach to spelling.	- syllables - word patterns
7.2.5 To form generalizations about spelling patterns from student writing.	- discover spelling patterns - correct errors

TERMINAL OBJECTIVE:

7.3 TO DEVELOP A CORE OF KNOWN WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
7.3.1 To spell words relating to personal information.	- name, address, forms, etc.
7.3.2 To spell words used in social and work settings.	- names - health/household - days/months/numbers - places - recreation - transport - work-related - public signs
7.3.3 To spell words frequently used in writing.	- common verb forms/pronouns etc. - plurals - question words
7.3.4 To know frequently used words with unusual spellings.	- e.g., silent letters
7.3.5 To develop a list relating to current needs/interests/ learning themes.	
7.3.6 To distinguish between homonyms in spelling.	

TERMINAL OBJECTIVE:

7.4 TO USE A DICTIONARY TO AID SPELLING

INTERMEDIATE OBJECTIVES	CONTENTS
7.4.1 To create a personal spelling dictionary for troublesome words.	- alphabetical order - card index - spelling book (address book)
7.4.2 To use sound clues to look up words in a dictionary.	- choose an appropriate dictionary
7.4.3 To use a dictionary, isolating root words, if necessary.	

LIFE SKILLS ORIENTATION

MODULE 8

ENGLISH GRAMMAR AND USAGE

TERMINAL OBJECTIVE:

8.1 TO USE PROPER VERB TENSES IN SPOKEN AND WRITTEN COMMUNICATION

INTERMEDIATE OBJECTIVES	CONTENTS
8.1.1 To use the verbs "to be" and "to have" in the present tense.	
8.1.2 To understand and use regular verbs in the past tense.	
8.1.3 To understand and use common irregular verbs in the past tense.	- write, wrote; draw, drew
8.1.4 To show agreement of subject and verb.	
8.1.5 To understand progressive tenses of verbs.	- present - past - future

TERMINAL OBJECTIVE:

8.2 TO UNDERSTAND PARTICULAR GRAMMAR PRINCIPLES

INTERMEDIATE OBJECTIVES	CONTENTS
8.2.1 To use the common form of the plural of nouns.	- book, books cup, cups
8.2.2 To use and spell correctly other common forms of plurals of nouns.	- using correct plural spelling for a) ch, sh, z, s, x b) y c) f, fe (knife/knives) d) o
8.2.3 To use unusual noun plurals correctly.	- child, children - compound plurals - nouns which do not change: sleep - hyphenated plurals
8.2.4 To use and spell correctly the singular and plural possessive nouns.	- his, her, their - this, these
8.2.5 To use helping verbs.	- do, did have, has, had
8.2.6 To choose the correct pronouns for subject and object.	- The boys will put the toys away. They will put them away.
8.2.7 To compare adjectives and adverbs correctly.	- regular: er, est - irregular: more, most
8.2.8 To use proper punctuation in writing.	
N.B. It is not essential that the learners understand the concept of nouns, adjectives etc. for the functional level, only that they use them correctly. Many learners can use and apply correct grammar when given examples, but find the concept of parts of speech and parts of sentences very confusing.	

TERMINAL OBJECTIVE:

8.3 TO IMPROVE BOTH SPOKEN AND WRITTEN LANGUAGE THROUGH CORRECT GRAMMAR USAGE

INTERMEDIATE OBJECTIVES	CONTENTS
8.3.1 To understand the present tense in the third person.	- The dog barks. The dogs bark.
8.3.2 To use negative and affirmative forms of contractions.	- I've - isn't
8.3.3 To form questions.	
8.3.4 To avoid using double negatives.	- Do not (never) cross the street on a red light.
8.3.5 To use pronouns in correct order.	- Mary and I - She came with me
8.3.6 To omit unnecessary words.	- This (here) cup is empty
8.3.7 To understand commonly misused adverbs and adjectives.	- can, may; good, well etc.
8.3.8 To understand and use correct sequential structure.	

LIFE SKILLS ORIENTATION

MODULE 9

THINKING SKILLS

TERMINAL OBJECTIVE:

9.1 TO IMPROVE MEMORY

INTERMEDIATE OBJECTIVES	CONTENTS
9.1.1 To improve auditory recall.	- follow spoken instructions - retell events - recall facts - relate poems/songs - memory games - outline facts and ideas learned from an oral presentation or speech
9.1.2 To improve visual recall.	- reproduce patterns, plans, words - memory games - dictionary symbols - map and chart symbols - abbreviations as symbols

TERMINAL OBJECTIVE:

9.2 TO DEVELOP LOGICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.2.1 To recognize similarities and differences.	- visual figures and patterns - determine relation through shape, colour, part to whole, synonyms, antonyms, etc. - homonyms - similes and metaphors
9.2.2 To understand concept of sequence.	- follow and give sequential directions - follow logic and sequence of a discussion - cause and effect - sequential order of events in stories - use story pattern: opening, development, climax, closing - use a timeline - sequence in organizations: government, factory, commerce, assembly line - nutrition/hygiene/health
9.2.3 To classify items by grouping.	- sort objects, words, ideas, indicating common factor or linking similar concepts - list details under main idea - organize notes and make main topic outline - skills - occupations - hobbies - nutrition, health
9.2.4 To understand analogy.	- synonyms, antonyms, homonyms to fit context - choose descriptive and active words for comparison - similes and metaphors - cartoons

TERMINAL OBJECTIVE:

9.2 TO DEVELOP LOGICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.2.5 To make reasoned inferences.	
9.2.6 To solve problems.	- relate poems, stories, articles to real-life experiences - identify with character in given selections - management of time, money, family etc.

TERMINAL OBJECTIVE:

9.3 TO DEVELOP CREATIVE THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.3.1 To read, listen and talk about imaginative works.	- fiction, poetry, biography, history, travel, drama, art, music - respond emotionally to selections
9.3.2 To play with words.	- multiple meanings, jokes, riddles, puzzles, rhymes, poems, games
9.3.3 To relate to the feelings/ behaviour of others.	- discussion - fictional characters - detect mood - analyze persuasive advertising
9.3.4 To role-play, assuming the character - actual or fictional person - or position.	- stories - drama - debate - role-exchange
9.3.5 To become more flexible in thinking.	- brainstorming - what if ...? - what else could ...?
9.3.6 To problem-solve applying these skills.	- recognize bias and propaganda - recognize facts and opinions in speeches and conversation

TERMINAL OBJECTIVE:

9.4 TO DEVELOP CRITICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.4.1 To distinguish between fact and fiction.	- use wide variety of reading and listening material: radio, newspapers, advertising - family, friends, co-workers
9.4.2 To distinguish fact from opinion.	- describe concrete objects with factual words and feeling words - express personal viewpoints
9.4.3 To predict events, given facts.	- cause and effect
9.4.4 To reach conclusions based on known evidence.	
9.4.5 To learn to question.	- purpose of questions: clarify, organize, extend ideas and information - to formulate questions
9.4.6 To recognize own values.	- participation in discussions - state reaction to selections
9.4.7 To become aware of alternate views and opinions.	- interpret author's point of view - editorials - ethical issues
9.4.8 To make evaluations.	- defend/dispute viewpoints - make judgments on accuracy of facts

LIFE SKILLS ORIENTATION

MODULE 10

USING REFERENCES

TERMINAL OBJECTIVE:

10.1 TO DEVELOP THE SKILLS REQUIRED FOR USING REFERENCE MATERIALS

INTERMEDIATE OBJECTIVES	CONTENTS
10.1.1 To use alphabetical order. 10.1.2 To recognize the specific information required. 10.1.3 To become aware of various sources of information. 10.1.4 To match the type of information required to the appropriate source.	

TERMINAL OBJECTIVE:

10.2 TO USE REFERENCES AS AN AID TO WORD MEANING, PRONUNCIATION, SPELLING AND VOCABULARY ENRICHMENT

INTERMEDIATE OBJECTIVES	CONTENTS
10.2.1 To become familiar with the organization of a dictionary.	- alphabetical order - guide words
10.2.2 To use a dictionary to find the meaning of words.	
10.2.3 To use the dictionary to find the spelling of a word.	
10.2.4 To recognize the abbreviations and format of entry words.	
10.2.5 To use the dictionary to help pronounce words.	
10.2.6 To understand and use a thesaurus.	

TERMINAL OBJECTIVE:

10.3 TO USE A LIBRARY

INTERMEDIATE OBJECTIVES	CONTENTS
10.3.1 To learn about libraries.	- location of local libraries - membership - circulation
10.3.2 To discover the various library departments.	- general fiction - non-fiction - reference - periodicals - children's books
10.3.3 To understand and use the catalogue system.	
10.3.4 To be aware of other library services/ activities.	- special services - activities (story-time discussions) - information boards

TERMINAL OBJECTIVE:

10.4 TO USE REFERENCE MATERIAL FOR SPECIFIC INFORMATION

INTERMEDIATE OBJECTIVES	CONTENTS
10.4.1 To use telephone directories.	- emergency numbers - rates/repairs, etc. - government departments - yellow pages
10.4.2 To use a newspaper for information.	- news - sports - public announcements - T.V. and entertainment - weather - classified section
10.4.3 To use particular manuals and guides.	- first aid - cookbooks - car owner's manual - appliances - guides: workplace, unions, clubs - government services - "How to ..." make or fix things
10.4.4 To know the parts of a non-fiction book.	- publishing data - contents - index - appendixes
10.4.5 To use an encyclopedia.	- organization - categorization of topics

TERMINAL OBJECTIVE:

10.5 TO USE REFERENCE MATERIAL WHICH IS PRESENTED IN A UNIQUE FORMAT

INTERMEDIATE OBJECTIVES	CONTENTS
10.5.1 To read time.	- analog - digital
10.5.2 To use calendars.	
10.5.3 To use schedules/ timetables.	
10.5.4 To recognize common symbols.	- poison/danger - some road signs
10.5.5 To read plans/diagrams.	
10.5.6 To read maps.	- political - city - road - public transport
10.5.7 To use an atlas.	

LIFE SKILLS ORIENTATION
VOCABULARY LIST

LIFE SKILLS ORIENTATION - A

SIGHT VOCABULARY

NOTE: It is important to consider these lists as a supplementary tool for achieving the objectives as presented in modules 2 and 5. However, priority should be given to words which are frequently used by the learner in his/her own environment.

- A -

across
again
against
almost
among
area
asked

- B -

beautiful
believe
beside
body
brought
building
business

- C -

complete
correct
course

- D -

daily
development
direction

- E -

easy
edge
energy

- F -

field
figure
finally
front

- G -

general
ground
group

- H -

heard
heavy
hours
however

- I -

I'll
instrument
interest
island

- K -

known

- L -

language
listen
low

- M -

machine
mark

- M -

measure
million
mind
minutes
months

- N -

notice

- O -

ocean
order

- P -

passed
perhaps
piece
point
probably
produce
products
province

- R -

raised
represent

- S -

scientists
several
short
song
south
special

- S -

LIFE SKILLS ORIENTATION - B

PUBLIC SIGNS

The specific nature of the vocabulary in the following sections requires that learners go beyond the level of simply knowing and recognizing them as sight words; it is essential that learners be able to both read and understand the vocabulary presented in sections B, C, D, and E. These lists can be altered as needed, to give priority to the "local" vocabulary of the learners.

- A -

airport
arrivals
avenue

- B -

bank
bar
beware
bus stop

- C -

cab
cash
caution
cinema
clinic
closed

- D -

danger
delivery
departures
destination
don't walk
dynamite

- E -

elevator
emergency
employees only

- E -

enter
entrance
escalator
exit
express

- F -

fare
fire exit
fire hydrant
free

- G -

garage
gas

- H -

hospital
high voltage

- I -

information

- K -

keep out

- L -

ladies
litter

- L -

lobby
luggage

- M -

men
meter
metro

- N -

no admittance
no credit
no smoking
no swimming
no trespassing

- O -

office
open
out of order

- P -

park
parking
passengers
pedestrians
pharmacy
phone
poison
police

LIFE SKILLS ORIENTATION - C

LABELS

- A -

aches
acid
apply
apply to affected area
avoid activities requiring alertness
avoid contact with -- skin, eyes, mouth --

- C -

capsule
caution
child-resistant
combustible
cool dry place
corrosive
cream

- D -

danger
dangerous gas formed when mixed with acid
directions
do not exceed recommended dosage
do not induce vomiting
do not mix with ...
do not use on broken skin
do not use on infected skin
drowsiness

- E -

every 4 hours
exp.
expiry date
extremely
eye drops

- F -

fill to line
finish all this medication
first aid treatment
flammable

- S -

safe
shake well before using
spray
stomach upset
store tightly closed
swallow
symptoms

- T -

tablet
take 3 times a day
take on empty stomach
take one hour before meals
toxic if taken internally
twice daily

LIFE SKILLS ORIENTATION - D

FORMS

- A -

above
additional
address
amount
apartment
applicant
application
apply
appropriate
apt. no.
attached
available

- B -

baptismal certificate
birth certificate
born

- C -

Canada
card
certificate
citizen
citizenship
claim
company
compensation
confidential
consent
credit

- D -

date
date of birth
death
deceased
declare
deduction
department
dependent

- D -

directions
disabled
divorced
document
duplicate

- E -

earnings
education
eligible
employee
employer
employment
enter
exempt
expires

- F -

false
federal
female
first
following
former
for office use only

- H -

health
household

- I -

identify
immigrant
immigration
impairment
include
income
incorrect
indicate
initial

- I -

instructions
insurance
interest
item

- L -

landed immigrant
lease
legally
liability
license
limit

- M -

maiden
male
marital status
married
maximum
medical
medicare
middle
minimum
minor
mortgage
mother-tongue

- N -

next of kin
no.
notify

- O -

office use only
original

- P -

pension
period

- P -

permanent
permit
personnel
photocopy
position
postal code
previous
print
proof
proof of residence
provincial

- Q -

qualifications

- R -

referred
refugee
registration
relationship
renewal
replacement
request
require
residence
retirement

- S -

SIN
section
security
self-employed
separate
separated
signature
Social Insurance Number
specific
spouse
supplemental
surname

- T -

temporary
type

- U -

undersigned
union

- V -

visa

- W -

wages
widow
widower

LIFE SKILLS ORIENTATION - E

FREQUENTLY READ WORDS IN FRENCH

In their everyday lives, anglophone learners living in the province of Québec come across more words written in French than they do in English. They see signs in stores, in shopping centres, on doors, in public buildings, on the highway, all written in French. If they are already struggling to decode the written word in English, this task certainly becomes even more difficult when the words or phrases they need to decode are written in French.

We have compiled a list of some of the most frequently-used words or phrases which learners will encounter in their everyday travels. Obviously, this is not a complete list, as learners' needs will depend largely on the area they come from and their particular concerns.

Literacy instuctors should encourage learners to bring in other such words and to compile their own lists according to their own specific needs.

GENERAL LIST

poussez	push
tirez	pull
sortie	out/exit
entrée	in/entrance
hommes	men/gentlemen
femmes	women/ladies
peinture fraîche	wet paint
ouvert	open
fermé	closed
descendre	down
monter	up
toilettes	rest rooms
renseignements	information
travaux en cours	men at work

gratuit	free
(en) vente rabais "x" % de réduction solde	sale
machine brisée hors de service hors d'usage	out of order
propriété privé terrain privé	private property
avertissement	warning
ascenseur	elevator
escalier	stairs
l'autre porte s.v.p. utilisez l'autre sortie	use other door/exit
billets	tickets
reculez	move to the rear
objets trouvés	lost and found
attention à la marche	watch your step
premiers soins	first aid
réservé au personnel	employees only
prenez garde au chien chien méchant	beware of the dog
attention	danger
ne marchez pas sur la pelouse	keep off the grass
haute tension	high tension wires
heures d'affaires heures d'ouverture	business hours
attendez qu'on vous serve	please wait to be served

STORES/SERVICES

boulangerie	bakery
librairie	bookstore
boucherie	butcher shop
dépanneur	convenience store
pharmacie	drugstore
nettoyeur à sec	dry cleaner
quincaillerie	hardware store
lavoir	laundromat
pâtisserie	pastry shop

MUNICIPAL BUILDINGS/SERVICES

guichet automatique	automated teller
banque	bank
hôtel de ville	city/town hall
urgence: ambulance feu police	emergency: ambulance fire police
hôpital	hospital
poste de police	police station
station de pompiers	fire station
bibliothèque	library
bureau de poste	post office

DRIVERS

cul-de-sac	dead end
hauteur maximale	maximum height

STORES/SERVICES

boulangerie	bakery
librairie	bookstore
boucherie	butcher shop
dépanneur	convenience store
pharmacie	drugstore
nettoyeur à sec	dry cleaner
quincaillerie	hardware store
lavoir	laundromat
pâtisserie	pastry shop

MUNICIPAL BUILDINGS/SERVICES

guichet automatique	automated teller
banque	bank
hôtel de ville	city/town hall
urgence: ambulance feu police	emergency: ambulance fire police
hôpital	hospital
poste de police	police station
station de pompiers	fire station
bibliothèque	library
bureau de poste	post office

DRIVERS

cul-de-sac	dead end
hauteur maximale	maximum height

STORES/SERVICES

boulangerie	bakery
librairie	bookstore
boucherie	butcher shop
dépanneur	convenience store
pharmacie	drugstore
nettoyeur à sec	dry cleaner
quincaillerie	hardware store
lavoir	laundromat
pâtisserie	pastry shop

MUNICIPAL BUILDINGS/SERVICES

guichet automatique	automated teller
banque	bank
hôtel de ville	city/town hall
urgence: ambulance	emergency: ambulance
feu	fire
police	police
hôpital	hospital
poste de police	police station
station de pompiers	fire station
bibliothèque	library
bureau de poste	post office

DRIVERS

cul-de-sac	dead end
hauteur maximale	maximum height

3 prochaines sorties	next 3 exits
sens unique	one way

PROHIBITED ACTIONS

(prière de) ne pas déranger	do not disturb
défense d'entrer	do not enter
ne pas toucher	do not touch
entrée interdite	no admittance
interdit aux animaux	no animals
défense de plonger	no diving
défense de flâner	no loitering
défense de stationner	no parking
défense de fumer	no smoking
défense de nager	no swimming

OTHER SUGGESTIONS

Other lists of useful words may be compiled in English or in French as necessary, by the instructor, tutor, and learner(s) according to specific local needs.

Suggested Themes:

road signs
food/nutrition/cooking
parts of the body
health/medicine
workplace
stores
clothes
house - parts/maintenance/furniture
cars - parts/maintenance
plants
animals
banking
household products

Suggested Themes (cont'd):

T.V. guide
newspaper
sports
metric system
school

PRE-SECONDARY ORIENTATION

PRE-SECONDARY ORIENTATION: TERMINAL OBJECTIVES

MODULE 1: ORAL COMMUNICATION

1.1. To develop recognition of the importance of effective communication.

1.2 To express thoughts, feelings and needs clearly.

1.3 To develop listening skills.

1.4 To develop positive attitudes towards speaking.

1.5 To apply effective communication in daily life.

MODULE 2: READING COMPREHENSION

2.1 To understand the use and purpose of reading.

2.2 To develop reading strategies.

2.3 To apply reading to personal life and growth.

2.4 To increase awareness and develop appreciation of literature.

MODULE 3: RECOGNIZING WORD STRUCTURE

3.1 To understand and use phonetic analysis to pronounce unknown words.

3.2 To use structural analysis to identify words.

MODULE 4: THE WRITING PROCESS

4.1 To express ideas and experiences in writing.

4.2 To come to an appreciation of the writing process.

4.3 To understand the structure within writing.

4.4 To use language effectively in writing.

4.5 To apply writing to personal life and growth.

4.6 To write for a specific purpose.

MODULE 5: VOCABULARY BUILDING

5.1 To understand the relevancy of language and the importance of an ever-expanding vocabulary.

5.2 To associate words with meaning.

5.3 To recognize and utilize context clues.

5.4 To develop skill in building words.

5.5 To skilfully use dictionary aids for more accurate and effective language.

5.6 To develop exactness in speaking and writing.

MODULE 6: THE MECHANICS OF WRITING

6.1 To write complete sentences.

6.2 To use capitals correctly.

6.3 To understand and use various forms of punctuation correctly.

6.4 To use proper format for written material.

6.5 To use neat penmanship.

MODULE 7: SPELLING

7.1 To encourage spelling through writing.

7.2 To learn spelling strategies.

7.3 To develop a core of known words.

7.4 To use a dictionary to aid spelling.

MODULE 8: ENGLISH GRAMMAR AND USAGE

8.1 To use proper verb tenses.

8.2 To understand particular grammar principles.

8.3 To improve both spoken and written language through correct grammar usage.

MODULE 9: THINKING SKILLS

9.1 To improve memory.

9.2 To develop logical thinking.

9.3 To develop creative thinking.

9.4 To develop critical thinking.

MODULE 10: USING REFERENCES

10.1 To develop the skills required for using reference materials.

10.2 To use references as an aid to word meaning, pronunciation, spelling and vocabulary enrichment.

10.3 To use a library.

10.4 To use reference material for general information.

10.5 To use reference material which is presented in a unique format.

PRE-SECONDARY ORIENTATION

MODULE 1

ORAL COMMUNICATION

TERMINAL OBJECTIVE:

1.1 TO DEVELOP RECOGNITION OF THE IMPORTANCE OF EFFECTIVE COMMUNICATION

INTERMEDIATE OBJECTIVES	CONTENTS
1.1.1 To give instructions clearly so that others may follow them.	- recognize effective (good) and confusing (bad) instructions
1.1.2 To learn to keep to the topic under discussion.	- group/class discussion - formal debate
1.1.3 To discuss a problem or question in order to reach a conclusion.	

TERMINAL OBJECTIVE:

1.2 TO EXPRESS THOUGHTS, FEELINGS AND NEEDS CLEARLY

INTERMEDIATE OBJECTIVES	CONTENTS
1.2.1 To speak loudly enough to be heard.	- small/large groups
1.2.2 To answer specific factual questions.	
1.2.3 To ask questions and make requests.	- confidence, clarity, appropriateness
1.2.4 To relate experiences, feelings and ideas.	
1.2.5 To pronounce correctly all words commonly used.	
1.2.6 To make the voice reflect meaning and feeling.	- presentations, debates, reading aloud, plays
1.2.7 To demonstrate control and fluency in speech.	- adjust volume, rate of speech to situation

TERMINAL OBJECTIVE:

1.3 TO DEVELOP LISTENING SKILLS

INTERMEDIATE OBJECTIVES	CONTENTS
1.3.1 To recall specific information heard.	- facts, lists, memory games
1.3.2 To receive directions and messages accurately.	
1.3.3 To listen to short stories, accounts and discussions.	- be able to repeat, rephrase, respond
1.3.4 To listen to others in order to be part of a discussion.	
1.3.5 To select important ideas from a presentation.	
1.3.6 To recognize emotive responses.	- sincere or contrived
1.3.7 To summarize an oral report.	- separate main points from supplementary detail
1.3.8 To evaluate radio programs and television presentations.	

TERMINAL OBJECTIVE:

1.4 TO DEVELOP POSITIVE ATTITUDES TOWARDS SPEAKING

INTERMEDIATE OBJECTIVES	CONTENTS
1.4.1 To indicate willingness to relate own experiences to ideas and concepts heard and read.	
1.4.2 To relate to others by acknowledging their input and opinions.	- rephrase, respond, add to
1.4.3 To contribute ideas to a discussion.	
1.4.4 To agree or disagree courteously.	
1.4.5 To show leadership in discussions.	- initiate discussion - encourage conclusions, decisions - chair a debate

TERMINAL OBJECTIVE:

1.5 TO APPLY EFFECTIVE COMMUNICATION IN DAILY LIFE

INTERMEDIATE OBJECTIVES	CONTENTS
1.5.1 To request and provide information and directions. 1.5.2 To express opinions. 1.5.3 To participate in class discussions. 1.5.4 To learn/work in paired and small-group assignments.	

PRE-SECONDARY ORIENTATION

MODULE 2

READING COMPREHENSION

TERMINAL OBJECTIVE:

2.1 TO UNDERSTAND THE USE AND PURPOSE OF READING

INTERMEDIATE OBJECTIVES	CONTENTS
2.1.1 To define personal desire to read.	- newspapers - fiction/non-fiction - general information, etc.
2.1.2 To identify the purpose of different types of texts.	- advertising - novels/stories - newspapers/magazines - instructions - poetry
2.1.3 To gain the confidence to select personal reading material.	- know interests/ability - source/location of various reading materials - browse

TERMINAL OBJECTIVE:

2.2 TO DEVELOP READING STRATEGIES

INTERMEDIATE OBJECTIVES	CONTENTS
2.2.1 To predict content.	- preview for content - determine function of text
2.2.2 To use accumulated knowledge to derive meaning from reading.	
2.2.3 To use context cuing.	- prediction/guessing cloze exercises
2.2.4 To take risks.	- accept mistakes - cope with mistakes - know where and when to seek help
2.2.5 To anticipate the organization of reading material.	- recognize structure in reading (sentence titles, paragraph dialogue, etc.) - identify specific function of text - identify main idea and supporting detail - types of organization of material - plot, sequence, description, contrast, argumentative, etc.
2.2.6 To adapt reading speed to reading purpose.	- skimming - scanning - extensive reading - intensive reading

TERMINAL OBJECTIVE:

2.3 TO APPLY READING TO PERSONAL LIFE AND GROWTH

INTERMEDIATE OBJECTIVES	CONTENTS
2.3.1 To develop advanced sight vocabulary.	- physiotherapy - business
2.3.2 To read materials reflecting personal surroundings and interests.	
2.3.3 To respond to basic reading requirements.	- everyday life - education
2.3.4 To use reading to improve confidence and enhance current interests and abilities.	- reading material which reflects reader interests and personality
2.3.5 To use reading material to enlarge general knowledge.	- read for entertainment - read for information
2.3.6 To read to stimulate new interests and ideas.	- know preferences - know how to use materials

TERMINAL OBJECTIVE:

2.4 TO INCREASE AWARENESS AND DEVELOP APPRECIATION OF LITERATURE

INTERMEDIATE OBJECTIVES	CONTENTS
2.4.1 To enjoy listening to and reading the sounds, rhythms and images of language.	- songs, poems, rhymes, riddles, stories, fables, legends, descriptions, plays
2.4.2 To enhance the imagination by accepting and reflecting upon words, stories, ideas.	- re-create, events, images - relate to known - figures of speech - discuss
2.4.3 To identify the organization and content of various forms of literature - short story - essay - novel - poem - play	- plot, setting, theme, characterization - sequence, description, argumentative, contrast - dialogue - poetic form and style - predict
2.4.4 To identify writer's intent.	
2.4.5 To interpret human behaviour, feelings through characters in literature.	- identify - relate to characters and actions - discuss
2.4.6 To know oneself better through comparison and contrasting of fictional characters.	
2.4.7 To define values.	

PRE-SECONDARY ORIENTATION

MODULE 3

RECOGNIZING WORD STRUCTURE

TERMINAL OBJECTIVE:

3.1 TO UNDERSTAND AND USE PHONETIC ANALYSIS TO PRONOUNCE UNKNOWN WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
3.1.1 To recognize consonant sounds including consonant blends.	- choir, chef, bang
3.1.2 To recognize two-consonant digraphs as representing one sound.	- ph, gh
3.1.3 To recognize silent letters.	- design, palm
3.1.4 To recognize words that sound alike (homophones).	- lone, loan; serial, cereal
3.1.5 To pronounce words by sound units.	- initial and final consonants - other consonant sounds - long and short vowels - other vowel sounds - silent letters - digraphs
3.1.6 To recognize that some letters have more than one sound.	- meat, bread; thought, tough
3.1.7 To recognize that different letters or combinations of letters may represent the same sounds.	- machine, share

TERMINAL OBJECTIVE:

3.2 TO USE STRUCTURAL ANALYSIS TO IDENTIFY WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
3.2.1 To recognize root words.	- signature
3.2.2 To recognize compound words.	- watertight, turtleneck
3.2.3 To recognize, understand and use prefixes and suffixes.	- hydro, semi, multi; -tion, -ous, -able
3.2.4 To use possessives.	- the dog's paw
3.2.5 To understand and apply the principle of syllabication.	- jog/ger, pur/chase, ra/di/o, etc.
3.2.6 To understand the concept of abbreviations.	- Qué., a.m., S.P.C.A.

PRE-SECONDARY ORIENTATION

MODULE 4

THE WRITING PROCESS

TERMINAL OBJECTIVE:

4.1 TO EXPRESS IDEAS AND EXPERIENCES IN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.1.1 To write as a means of expressing oneself, ordering experience, clarifying thoughts and ideas.	- stories - diaries - journals - notes - poems - reports - essays
4.1.2 To express opinions and values in writing.	- journals - letters - essays

TERMINAL OBJECTIVE:

4.2 TO COME TO AN APPRECIATION OF THE WRITING PROCESS

INTERMEDIATE OBJECTIVES	CONTENTS
4.2.1 To prepare to write.	- choose a topic - read/discuss - collect - organize - purpose
4.2.2 To write for content and meaning.	- write a first draft
4.2.3 To edit and revise.	- re-read - check meaning - discuss - check spelling/structure
4.2.4 To write and present a final copy.	

TERMINAL OBJECTIVE:

4.3 TO UNDERSTAND THE STRUCTURE WITHIN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.3.1 To use complete sentences, and know the various sentence forms.	- variety in length and form of sentences
4.3.2 To recognize and use paragraphs.	- structure - organization
4.3.3 To use the essay form.	- organization - transition
4.3.4 To write a simple research paper.	
4.3.5 To write a simple report.	
4.3.6 To write minutes.	

TERMINAL OBJECTIVE:

4.4 TO USE LANGUAGE EFFECTIVELY IN WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
4.4.1 To choose words carefully to suit the precise meaning.	- strong vocabulary - word variety - synonyms
4.4.2 To write concisely and clearly.	- avoid wordiness, repetition and ambiguity
4.4.3 To use transitory devices smoothly.	- link words - connectors - transition sentences
4.4.4 To use comparisons to make writing more lively and vivid.	- similes - metaphors
4.4.5 To adapt words and style to writing purpose.	- formal - informal - standard/non-standard - slang - prose - dialogue

TERMINAL OBJECTIVE:

4.5 TO APPLY WRITING TO PERSONAL LIFE AND GROWTH

INTERMEDIATE OBJECTIVES	CONTENTS
4.5.1 To keep a personal diary/journal.	
4.5.2 To write informal notes.	
4.5.3 To know the required format for a personal letter.	- heading, opening, body of letter, closing, margins - type of paper/pen
4.5.4 To gain confidence in writing different types of personal letters.	- family/friend - invitation - thank-you note - sympathy
4.5.5 To address an envelope correctly.	
4.5.6 To know the required format for business letters.	
4.5.7 To write different types of business letters.	- job application - government department - complaint - reservations - information
4.5.8 To write letters to the editor of a newspaper/magazine.	- express an opinion or value

TERMINAL OBJECTIVE:

4.6 TO WRITE FOR A SPECIFIC PURPOSE

INTERMEDIATE OBJECTIVES	CONTENTS
4.6.1 To narrate.	- personal experiences - stories - news events
4.6.2 To inform.	
4.6.3 To describe.	
4.6.4 To give directions.	
4.6.5 To record.	
4.6.6 To use dialogue in writing.	
4.6.7 To write in the poetic mode.	

PRE-SECONDARY ORIENTATION

MODULE 5

VOCABULARY BUILDING

TERMINAL OBJECTIVE:

5.1 TO UNDERSTAND THE RELEVANCY OF LANGUAGE AND THE IMPORTANCE OF AN EVER-EXPANDING VOCABULARY

INTERMEDIATE OBJECTIVES	CONTENTS
5.1.1 To talk about things heard, seen and/or read. 5.1.2 To ask questions to clarify proceedings or concepts. 5.1.3 To express ideas, facts, opinions clearly.	- editorials, interviews, debates, reviews

TERMINAL OBJECTIVE:

5.2 TO ASSOCIATE WORDS WITH MEANING

INTERMEDIATE OBJECTIVES	CONTENTS
5.2.1 To enrich vocabulary by using new meanings for already familiar words.	- keys (door, music, typewriter) - pound (weight, animal pound, to hammer).
5.2.2 To use synonyms and antonyms to bring precision and variety to language.	- dainty, petite; delicate, fine; clumsy, awkward
5.2.3 To choose words to express exact meaning.	- crowd, audience, congregation
5.2.4 To be aware of idioms and colloquial use of language.	- green thumb, rain check, blow the whistle

TERMINAL OBJECTIVE:

5.3 TO RECOGNIZE AND UTILIZE CONTEXT CLUES

INTERMEDIATE OBJECTIVES	CONTENTS
5.3.1 To identify a word by using what is given in a sentence. 5.3.2 To predict the meaning of an unknown word when it is part of a list of words already known. 5.3.3 To use synonyms and antonyms as clues. 5.3.4 To use past experience to help define a new word. 5.3.5 To use context clues to understand articles and advertisements.	

TERMINAL OBJECTIVE:

5.4 TO DEVELOP SKILL IN BUILDING WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
5.4.1 To recognize compound words.	- lifelong, masterpiece
5.4.2 To understand the use of prefixes and suffixes as clues to meaning.	- postnatal, transmit, international, sorrowful, dominance
5.4.3 To develop new words by using word families.	- prefer, preferable, preference
5.4.4 To use word roots as an aid to meaning.	

TERMINAL OBJECTIVE:

5.5 TO SKILFULLY USE DICTIONARY AIDS FOR MORE ACCURATE AND EFFECTIVE LANGUAGE

INTERMEDIATE OBJECTIVES	CONTENTS
5.5.1 To understand the general format of a dictionary page. 5.5.2 To understand the purpose of entry and guide words. 5.5.3 To use a dictionary to find correct spellings and meanings. 5.5.4 To use a dictionary for the correct pronunciation of a word. 5.5.5 To use a dictionary for various grammatical forms of the root word. 5.5.6 To use a thesaurus.	

TERMINAL OBJECTIVE:

5.6 TO DEVELOP EXACTNESS IN SPEAKING AND WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
5.6.1 To receive and give directions and messages accurately.	
5.6.2 To express clearly feelings attributed to self and others.	- communication skills
5.6.3 To indicate ability to use new words in discussion, reports and explanations.	
5.6.4 To know and use specialized vocabulary as it pertains to subject area.	- music - mathematics - geography
5.6.5 To expand oral vocabulary through the use of news articles and specialized subjects.	

PRE-SECONDARY ORIENTATION

MODULE 6

THE MECHANICS OF WRITING

TERMINAL OBJECTIVE:

6.1 TO WRITE COMPLETE SENTENCES

INTERMEDIATE OBJECTIVES	CONTENTS
6.1.1 To recognize a sentence as a complete thought. 6.1.2 To distinguish between a complete sentence and a sentence fragment. 6.1.3 To write simple sentences. 6.1.4 To write compound and complex sentences. 6.1.5 To correct faulty sentences.	

TERMINAL OBJECTIVE:

6.2 TO USE CAPITALS CORRECTLY

INTERMEDIATE OBJECTIVES	CONTENTS
6.2.1 To understand that the first word in a formal piece of writing is capitalized.	- first word of sentence - salutation: Dear Mary, closing: Yours truly - traditional poetry - direct quotation: He asked, "May I leave?"
6.2.2 To capitalize proper nouns.	- boy - John - lake - Clear Lake
6.2.3 To capitalize calendar divisions.	- days of the week - months - holidays
6.2.4 To understand when words referring to people are to be capitalized.	- titles of respect, profession, officials: Dr. Beech, Your Honour - nouns of kinship: Grandfather, Aunt Judy - epithets - deity - races and ethnic groups
6.2.5 To use capitals for buildings, places and geographical features.	- Royal Victoria Hospital, the Rocky Mountains, Main Street
6.2.6 To understand that names of organizations and businesses are capitalized.	- Boy Scouts of Canada - The Bay
6.2.7 To capitalize names of governmental departments and positions.	- Ministry of Education - Prime Minister
6.2.8 To capitalize trade names.	- Coke, Kleenex
6.2.9 to capitalize titles.	- publications, plays, movies - art - religion

TERMINAL OBJECTIVE:

6.3 TO UNDERSTAND AND USE VARIOUS FORMS OF PUNCTUATION CORRECTLY

INTERMEDIATE OBJECTIVES	CONTENTS
6.3.1 To use end punctuation correctly.	- period, question mark, exclamation mark
6.3.2 To understand the use of periods in abbreviations.	- Mr. - Nov. - etc.
6.3.3 To use the apostrophe in contractions and possessives.	- isn't - girl's
6.3.4 To use quotation marks in direct quotations.	- He said, "I will be here."
6.3.5 To use the comma correctly.	- dates and places - series - introductory words - complex sentences - introductory phrases
6.3.6 To understand the use of the semicolon.	- compound sentence - connectors
6.3.7 To use a colon to introduce a list of items.	
6.3.8 To use the hyphen.	
6.3.9 To understand the use of parentheses and brackets to enclose.	

TERMINAL OBJECTIVE:

6.4 TO USE PROPER FORMAT FOR WRITTEN MATERIAL

INTERMEDIATE OBJECTIVES	CONTENTS
6.4.1 To form complete sentences.	
6.4.2 To write questions.	
6.4.3 To indent paragraphs.	
6.4.4 To understand and use format for letter writing.	- notes - informal letters - envelopes
6.4.5 To understand how to use format for a business letter.	
6.4.6 To adjust format to purpose of writing.	- instructions - lists - notes - essay

TERMINAL OBJECTIVE:

6.5 TO USE NEAT PENMANSHIP

INTERMEDIATE OBJECTIVES	CONTENTS
6.5.1 To use cursive writing. 6.5.2 To meet standards for headings, margins, indentations, and for writing and spelling in all written work. 6.5.3 To develop responsibility for self-appraisal and checking.	

PRE-SECONDARY ORIENTATION

MODULE 7

SPELLING

TERMINAL OBJECTIVE:

7.1 TO ENCOURAGE SPELLING THROUGH WRITING

INTERMEDIATE OBJECTIVES	CONTENTS
7.1.1 To develop a willingness to write, despite spelling problems.	- frequent writing - take risks in spelling - write drafts - proofread
7.1.2 To use copying as an aid to writing and spelling.	- short stories - poems
7.1.3 To take dictation to help spelling.	- words in context - lists

TERMINAL OBJECTIVE:

7.2 TO LEARN SPELLING STRATEGIES

INTERMEDIATE OBJECTIVES	CONTENTS
7.2.1 To use a multisensory approach to spelling.	- say, trace, hear, write - repetition
7.2.2 To use visual techniques.	- look/cover/write - flashcards - jigsaw - collect words
7.2.3 To use an auditory approach to spelling.	- phonics - pronunciation by syllable - mnemonics
7.2.4 To use a logical approach to spelling.	- syllables - word patterns
7.2.5 To form generalizations about spelling patterns from student writing.	- discover spelling patterns - correct errors

TERMINAL OBJECTIVE:

7.3 TO DEVELOP A CORE OF KNOWN WORDS

INTERMEDIATE OBJECTIVES	CONTENTS
7.3.1 To spell words relating to personal information.	- name, address, forms, etc.
7.3.2 To spell words used in social and work settings.	- names - health/household - days/months/numbers - places - recreation - transport - work-related - public signs
7.3.3 To spell words frequently used in writing.	- common verb forms/pronouns, etc. - plurals - question words
7.3.4 To know frequently used words with unusual spellings.	- e.g., silent letters
7.3.5 To develop a list relating to current needs/interests/ learning themes.	
7.3.6 To distinguish between homonyms in spelling.	

TERMINAL OBJECTIVE:

7.4 TO USE A DICTIONARY TO AID SPELLING

INTERMEDIATE OBJECTIVES	CONTENTS
7.4.1 To create a personal spelling dictionary of troublesome words.	- alphabetical order - card index - spelling book (address book)
7.4.2 To use sound clues to look up words in a dictionary.	- choose an appropriate dictionary
7.4.3 To use a dictionary, isolating root words, if necessary.	

PRE-SECONDARY ORIENTATION

MODULE 8

ENGLISH GRAMMAR AND USAGE

TERMINAL OBJECTIVE:

8.1 TO USE PROPER VERB TENSES

INTERMEDIATE OBJECTIVES	CONTENTS
8.1.1 To use the verbs "to be" and "to have" in the present tense.	
8.1.2 To understand and use regular verbs in the past tense.	
8.1.3 To use helping verbs.	- do, did; have, has, had
8.1.4 To understand the use of common irregular verbs in the past tense.	- write, wrote; draw, drew
8.1.5 To understand progressive tenses of verbs.	- present - past - future
8.1.6 To identify subject and predicate in a sentence.	
8.1.7 To show agreement of predicate and subject.	
8.1.8 To use the perfect tense and past participle.	
8.1.9 To use verbs in the active and passive voices.	

TERMINAL OBJECTIVE:

8.2 TO UNDERSTAND PARTICULAR GRAMMAR PRINCIPLES

INTERMEDIATE OBJECTIVES	CONTENTS
8.2.1 To use and spell correctly common forms of plural nouns.	- using correct plural spelling for a) ch, sh, z, s, x b) y c) f or fe (knife\knives) d) o
8.2.2 To select, use and understand other plural forms of nouns.	- a) usual plurals (child, children) b) plurals and singulars which do not change c) compound plurals d) hyphenated plurals
8.2.3 To use and spell correctly the singular and plural possessive nouns.	- his, her, their - this, these, etc.
8.2.4 To choose the correct forms of pronouns for subject and object.	- The boys will put the toys away. They will put them away.
8.2.5 To learn the functions of various parts of speech.	- noun - verb - pronoun - adjective, article - adverb - preposition - conjunction - interjection
8.2.6 To distinguish between common and proper nouns.	
8.2.7 To compare adjectives and adverbs correctly.	- regular: -er, -est - irregular: more, most
8.2.8 To identify and use simple, compound and complex sentences.	
8.2.9 To use proper punctuation.	
8.2.10 To recognize the preposition and prepositional phrase.	

TERMINAL OBJECTIVE:

8.3 TO IMPROVE BOTH SPOKEN AND WRITTEN LANGUAGE THROUGH CORRECT GRAMMAR USAGE

INTERMEDIATE OBJECTIVES	CONTENTS
8.3.1 To use the negative form correctly.	- verb + not
8.3.2 To use negative and affirmative forms of contractions.	- I've - isn't
8.3.3 To understand the present tense in the third person(s).	- The dog barks. - The dogs bark.
8.3.4 To form questions.	
8.3.5 To avoid using double negatives.	- Do not (never) cross the street on a red light.
8.3.6 To use pronouns in correct order.	- Mary and I - She came with me.
8.3.7 To omit unnecessary words.	- This (here) cup is empty.
8.3.8 To understand commonly misused adverbs and adjectives.	- can, may - good, well, etc.
8.3.9 To understand and use correct sequential structure.	

PRE-SECONDARY ORIENTATION

MODULE 9

THINKING SKILLS

TERMINAL OBJECTIVE:

9.1 TO IMPROVE MEMORY

INTERMEDIATE OBJECTIVES	CONTENTS
9.1.1 To improve auditory recall.	- follow spoken instructions - retell events - recall facts - relate poems/songs - memory games - outline facts and ideas learned from an oral presentation or speech
9.1.2 To improve visual recall.	- reproduce patterns, plans, words - memory games - dictionary symbols - map and chart symbols - abbreviations as symbols

TERMINAL OBJECTIVE:

9.2 TO DEVELOP LOGICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.2.1 To recognize similarities and differences.	- visual figures and patterns - determine relation through shape, colour, part to whole, synonyms, antonyms - homonyms - similes and metaphors
9.2.2 To understand concept of sequence.	- sequence patterns: size, alphabet, time, degree of meaning - copy words/sentences - arrange words in order - follow and give sequential directions - follow logic and sequence of a discussion - cause and effect - sequential order of events in stories - use story pattern: opening, development, climax, closing - use a timeline
9.2.3 To classify items by grouping.	- sort objects, words, ideas indicating common factor or linking similar concepts - list details under main idea - organize notes and make main topic outline - progress to three-topic outline
9.2.4 To understand analogy.	- synonyms, antonyms, homonyms to fit context - choosing descriptive and active words for comparison - similes and metaphors - poems - cartoons

TERMINAL OBJECTIVE:

9.2 TO DEVELOP LOGICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.2.5 To make reasoned inferences.	
9.2.6 To solve problems.	- relate poems, stories articles to real-life experiences - identify with character in given selections

TERMINAL OBJECTIVE:

9.3 TO DEVELOP CREATIVE THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.3.1 To read, listen and talk about imaginative works.	- fiction, poetry, biography, history, travel, drama, art, music - respond emotionally to selections
9.3.2 To play with words.	- multiple meanings, jokes, riddles, puzzles, rhymes, poems, games
9.3.3 To relate to the feelings/ behaviour of others.	- discussion - fictional characters - detect mood - recognize author's intent - analyze persuasive advertising
9.3.4 To role-play, assuming the character - actual or fictional person - or position.	- stories - drama - debate - role-exchange
9.3.5 To become more flexible in thinking.	- brainstorming - what if ...? - what else could ...?
9.3.6 To problem-solve applying these skills.	- recognize bias and propoganda - recognize facts and opinions in speeches and conversation

TERMINAL OBJECTIVE:

9.4 TO DEVELOP CRITICAL THINKING

INTERMEDIATE OBJECTIVES	CONTENTS
9.4.1 To distinguish between fact and fiction.	- use wide variety of reading and listening material: radio, newspapers, advertising
9.4.2 To distinguish fact from opinion.	- describe concrete objects with factual words and feeling words - express personal viewpoints
9.4.3 To predict events, given facts.	- cause and effect
9.4.4 To reach conclusions based on known evidence.	
9.4.5 To learn to question.	- purpose of questions: clarify, organize, extend ideas and information - to formulate questions
9.4.6 To recognize own values.	- participation in discussions - state reaction to selections
9.4.7 To become aware of alternate views and opinions.	- interpret author's point of view - editorials - ethical issues
9.4.8 To make evaluations.	- defend/dispute viewpoints - make judgments on accuracy of facts

PRE-SECONDARY ORIENTATION

MODULE 10

USING REFERENCES

TERMINAL OBJECTIVE:

10.1 TO DEVELOP THE SKILLS REQUIRED FOR USING REFERENCE MATERIALS

INTERMEDIATE OBJECTIVES	CONTENTS
10.1.1 To use alphabetical order. 10.1.2 To recognize the specific information required. 10.1.3 To become aware of various sources of information. 10.1.4 To match the type of information required to the appropriate source.	

TERMINAL OBJECTIVE:

10.2 TO USE REFERENCES AS AN AID TO WORD MEANING, PRONUNCIATION, SPELLING AND VOCABULARY ENRICHMENT

INTERMEDIATE OBJECTIVES	CONTENTS
10.2.1 To become familiar with the organization of a dictionary.	- alphabetical order - guide words
10.2.2 To use a dictionary to find the meaning of words.	
10.2.3 To use the dictionary to find the spelling of a word.	
10.2.4 To recognize the abbreviations and format of entry words.	
10.2.5 To use the dictionary to help pronounce words.	
10.2.6 To understand and use a thesaurus.	

TERMINAL OBJECTIVE:

10.3 TO USE A LIBRARY

INTERMEDIATE OBJECTIVES	CONTENTS
10.3.1 To learn about libraries.	- location of local libraries - membership - circulation
10.3.2 To discover the various library departments.	- general fiction - non-fiction - reference - periodicals - children's books
10.3.3 To understand and use the catalogue system.	
10.3.4 To be aware of other library services/ activities.	- special services - activities (story-time discussions) - information boards

TERMINAL OBJECTIVE:

10.4 TO USE REFERENCE MATERIAL FOR GENERAL INFORMATION

INTERMEDIATE OBJECTIVES	CONTENTS
10.4.1 To use telephone directories.	- emergency numbers - rates/repairs, etc. - government departments - yellow pages
10.4.2 To know the parts of a non-fiction book.	- publishing data - contents - index - appendixes
10.4.3 To use an encyclopedia.	- organization - categorization of topics
10.4.4 To use a newspaper for information.	- news - sports - public announcements - T.V. and entertainment - weather - classified section

TERMINAL OBJECTIVE:

10.5 TO USE REFERENCE MATERIAL WHICH IS PRESENTED IN A UNIQUE FORMAT

INTERMEDIATE OBJECTIVES	CONTENTS
10.5.1 To use calendars.	
10.5.2 To use schedules/timetables.	
10.5.3 To recognize common symbols.	- poison/danger - some road signs
10.5.4 To read plans/diagrams.	
10.5.5 To read maps.	- political - city - road - public transport
10.5.6 To use an atlas.	

PRE-SECONDARY ORIENTATION
VOCABULARY LIST

PRE-SECONDARY ORIENTATION - A

SIGHT VOCABULARY

NOTE: It is important to consider these lists as a supplementary tool for achieving the objectives as presented in modules 2 and 5. However, priority should be given to words which are frequently used by the learner in his/her own environment.

- A -

across
again
against
almost
among
area
asked

- B -

beautiful
believe
beside
body
brought
building
business

- C -

complete
correct
course

- D -

daily
development
direction

- E -

easy
edge
energy

- F -

field
figure
finally
front

- G -

general
ground
group

- H -

heard
heavy
hours
however

- I -

I'll
instrument
interest
island

- K -

known

- L -

language
listen
low

- M -

machine
mark
measure
million
mind
minutes
months

- N -

notice

- O -

ocean
order

- P -

passed
perhaps
piece
point
probably
produce
products
province

- R -

raised
represent

- S -

scientists
several
short
song
south
special

PRE-SECONDARY ORIENTATION - B

ADVANCED VOCABULARY

NOTE: In this section, learners should go beyond the level of simply knowing and recognizing this vocabulary as sight words; it is essential that they be able to both read and understand the words presented here. Priority should be given to words which are frequently used by learners in their own environment.

- A -

abbreviation
adjective
adverb
Africa
agriculture
ally
America
ancestor
angle
arctic
area
Asia
atmosphere
Australia
average

- B -

behaviour
boycott
brief

- C -

Celsius
census
centimetre
character
combine
concise
conjunction
continent

- D -

decay
decimal
democracy
description
desert
diagram
dissolve
dozen

- E -

economy
emotional
energy
environment
equal
equivalent
estimate
ethnic
Europe
evaporate

- F -

fertile
focus
foreign
fraction

- G -

graph

- H -

horizon
horizontal
hydroelectricity

- I -

intellectual
interjection

- K -

kilogram
kilometre

- L -

legend
litre

- M -

majority
mammal
metre
metric
minority
minus
monopoly

- N -

narrator
neutral
noun

- O -

oxygen

- P -

paragraph
parallel
Parliament
perimetre
phrase
physical
pioneer

plural
plus
pollution
predict
preposition
pronoun
psychological

- R -

radius
rectangle
recycle
referendum

- S -

sentence
sequence
solution
suburb
surface

- T -

technology
temperature
tenses
total
tradition
transparent
triangle
truce

- U -

urban

- V -

verb
vertical

- Z -

zero
zone

PRE-SECONDARY ORIENTATION - C

FREQUENTLY READ WORDS IN FRENCH

In their everyday lives, anglophone learners living in the province of Québec come across more words written in French than they do in English. They see signs in stores, in shopping centres, on doors, in public buildings, on the highway, all written in French. If they are already struggling to decode the written word in English, this task certainly becomes even more difficult when the words or phrases they need to decode are written in French.

We have compiled a list of some of the most frequently-used words or phrases which learners will encounter in their everyday travels. Obviously, this is not a complete list, as learners' needs will depend largely on the area they come from and their particular concerns.

Literacy instructors should encourage learners to bring in other such words and to compile their own lists according to their own specific needs.

GENERAL LIST

poussez	push
tirez	pull
sortie	out/exit
entrée	in/entrance
hommes	men/gentlemen
femmes	women/ladies
peinture fraîche	wet paint
ouvert	open
fermé	closed
descendre	down
monter	up
toilettes	rest rooms
renseignements	information
travaux en cours	men at work

gratuit	free
(en) vente rabais "x" % de réduction solde	sale
machine brisée hors de service hors d'usage	out of order
propriété privé terrain privé	private property
avertissement	warning
ascenseur	elevator
escalier	stairs
l'autre porte s.v.p. utilisez l'autre sortie	use other door/exit
billets	tickets
reculez	move to the rear
objets trouvés	lost and found
attention à la marche	watch your step
premiers soins	first aid
réservé au personnel	employees only
prenez garde au chien chien méchant	beware of the dog
attention	danger
ne marchez pas sur la pelouse	keep off the grass
haute tension	high tension wires
heures d'affaires heures d'ouverture	business hours
attendez qu'on vous serve	please wait to be served

STORES/SERVICES

boulangerie	bakery
librairie	bookstore
boucherie	butcher shop
dépanneur	convenience store
pharmacie	drugstore
nettoyeur à sec	dry cleaner
quincaillerie	hardware store
lavoir	laundromat
pâtisserie	pastry shop

MUNICIPAL BUILDINGS/SERVICES

guichet automatique	automated teller
banque	bank
hôtel de ville	city/town hall
urgence: ambulance feu police	emergency: ambulance fire police
hôpital	hospital
poste de police	police station
station de pompiers	fire station
bibliothèque	library
bureau de poste	post office

DRIVERS

cul-de-sac	dead end
hauteur maximale	maximum height

3 prochaines sorties	next 3 exits
sens unique	one way

PROHIBITED ACTIONS

(prière de) ne pas déranger	do not disturb
défense d'entrer	do not enter
ne pas toucher	do not touch
entrée interdite	no admittance
interdit aux animaux	no animals
défense de plonger	no diving
défense de flâner	no loitering
défense de stationner	no parking
défense de fumer	no smoking
défense de nager	no swimming

OTHER SUGGESTIONS

Other lists of useful words may be compiled in English or in French as necessary, by the instructor, tutor, and learner(s) according to specific local needs.

Suggested themes:

road signs
food/nutrition/cooking
parts of the body
health/medicine
workplace
stores
clothes
house - parts/maintenance/furniture
cars - parts/maintenance
plants
animals
banking
household products

Suggested themes (cont'd)

- T.V. guide
- newspaper
- sports
- metric system
- school

BOOK 4

EVERYDAY ARITHMETIC

Québec

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 4

EVERYDAY ARITHMETIC

1991

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NOTE: Concepts relating to pre-secondary orientation are preceded by an asterisk (*).

INTRODUCTION

In keeping with the overall approach of the Guide, "Everyday Arithmetic" focusses on the basic skills and knowledge learners need to become more autonomous individuals. Learners who intend to proceed to the secondary level should pay particular attention to the items preceded by an asterisk (*).

Useful Works

Instructors would do well to read Pour une intégration des mathématiques au processus d'alphabétisation, Pratiques d'aphabétisation CECM,[1] January 1987. This document contains information that is essential to achieve the objectives listed in this section.

Instructors requiring teaching tools should look at the MEQ programs entitled Arithmétique fonctionnelle (GAA 101 - 105 and GAB 101 - 107). However, this section does not systematically repeat the content of these programs, since some elements were judged incompatible with the present approach. As well, adult learners in literacy programs will not have the mathematical background needed to solve all problems in the GAA and GAB booklets. Instructors should keep this in mind when using the booklets.

Content of Modules

Each module in this section contains both theoretical and practical elements with a view to promoting the transfer of new knowledge and skills throughout the learning process. Each module also includes "estimation" objectives to verify learners' accuracy in making approximations and help them develop a skill that is useful in solving the kinds of problems they are likely to run into in their daily lives.

As well, most of the modules contain problem-solving objectives. Emphasis on this aspect increases as the learner progresses. The instructor should suggest transfer and transition activities based on the learner's specific needs, after each module he or she completes. These activities should be aimed at developing problem-solving skills. This part of the process is essential if learners are to link "everyday arithmetic" with their daily lives.

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1. Write to the following address for a copy of the document (please enclose $2 for each copy you request): Secteur Alphabétisation, SEA, CECM, 3737, rue Sherbrooke Est, Montréal, H1X 3B3.

Order of objectives

For the most part, the objectives in this section of the Guide should be taken up in the order in which they appear. However, exceptions may be made depending on learners' needs and the instructor's teaching style. For example, an adult learner may need to learn to add and subtract numbers under 99 before moving on to three-digit numbers. Decisions of this nature are left to the instructor's discretion.

BASIC SKILLS

BASIC SKILLS: TERMINAL OBJECTIVES

MODULE 1: PRELIMINARY NOTIONS

1.1 To acquire preliminary notions required for the learning of everyday arithmetic.

MODULE 2: NUMBERS

2.1 To compare two numbers under 99.

2.2 To compare numbers.

MODULE 3: THE FOUR OPERATIONS

3.1 To add.

3.2 To subtract.

3.3 To transfer new knowledge and skills using themes selected by the learners -- addition and subtraction.

3.4 To multiply.

3.5 To divide.

3.6 To transfer new knowledge and skills using themes selected by the learners -- multiplication and division.

3.7 To use a calculator in solving problems involving the four operations (+, -, x, ÷).

MODULE 4: THE INTERNATIONAL SYSTEM OF UNITS (SI)

4.1 To use the Celsius scale (temperature).

4.2 To indicate time in metric units.

BASIC SKILLS

MODULE 1

PRELIMINARY NOTIONS

TERMINAL OBJECTIVE:

1.1 TO ACQUIRE PRELIMINARY NOTIONS REQUIRED FOR THE LEARNING OF EVERYDAY ARITHMETIC

INTERMEDIATE OBJECTIVES	CONTENTS
1.1.1 To acquire preliminary notions required for the learning of arithmetic (spatial relationships).	- left (←), right (→) - up (↑), down (↓) - before, after - bigger, smaller, equal
1.1.2 To acquire preliminary notions required for the learning of geometry (spatial relationships).	- on, under - higher, lower - over, under - in the middle, between - right side up, upside down
1.1.3 To acquire preliminary notions required for the learning of fractions.	- the whole of an object: all - every one of a group of objects: all - one or more parts of an object: fraction - one or more parts of a group of objects: fraction

BASIC SKILLS

MODULE 2

NUMBERS

TERMINAL OBJECTIVE:

2.1 TO COMPARE TWO NUMBERS UNDER 99

INTERMEDIATE OBJECTIVES	CONTENTS
2.1.1 To identify basic symbols.	- , . - 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 - <, >, = - $, ¢
2.1.2 To write basic symbols.	- idem
2.1.3 To count.	- from 0 to 9 and backwards from 9 to 0
2.1.4 To compose a two-digit number.	- units - tens
2.1.5 To distinguish between odd and even numbers.	- numbers from 0 to 99

TERMINAL OBJECTIVE:

2.2 TO COMPARE NUMBERS

INTERMEDIATE OBJECTIVES	CONTENTS
2.2.1 To compose numbers of three or more digits.	- digits - tens - hundreds - thousands - ten thousands - hundred thousands - millions - etc.
2.2.2 To distinguish between dollars and cents.	- sums of money
2.2.3 To compare numbers of three or more digits.	- idem - <, >, =
2.2.4 To write numbers as words.	- numbers as words (grammar) - cheques - receipts

BASIC SKILLS

MODULE 3

THE FOUR OPERATIONS

TERMINAL OBJECTIVE:

3.1 TO ADD

INTERMEDIATE OBJECTIVES	CONTENTS
3.1.1 To identify the plus sign.	- (+)
3.1.2 To use related vocabulary.	- sum, total, carrying over, plus, a lot, all, as much as
3.1.3 To carry out operations used in addition.	- function of zero - addition without carry-over - column addition without carry-over - addition with carry-over - addition of money (with or without carry-over)
3.1.4 To evaluate results.	- mental calculation - estimation

TERMINAL OBJECTIVE:

3.2 TO SUBTRACT

INTERMEDIATE OBJECTIVES	CONTENTS
3.2.1 To identify the minus sign.	- (-)
3.2.2 To use related vocabulary.	- difference, remainder, borrow, minus, a little, none, some
3.2.3 To carry out operations used in subtraction.	- function of zero - subtraction without borrowing - subtraction with borrowing - subtraction of amounts of money (with or without borrowing)
3.2.4 To evaluate results.	- mental calculation - estimation

TERMINAL OBJECTIVE:

3.3 TO TRANSFER NEW KNOWLEDGE AND SKILLS USING THEMES SELECTED BY THE LEARNERS -- ADDITION AND SUBTRACTION

INTERMEDIATE OBJECTIVES	CONTENTS
3.3.1 To apply problem-solving techniques (reasoning) in an everyday situation using addition and subtraction.	- identify relevant information - determine relevant operations - perform calculations - check results

TERMINAL OBJECTIVE:

3.4 TO MULTIPLY

INTERMEDIATE OBJECTIVES	CONTENTS
3.4.1 To identify the multiplication sign.	- (x)
3.4.2 To use related vocabulary.	- factor, sum, times, multiply by, product, multiplicand, multiplier
3.4.3 To carry out operations used in multiplication.	- function of zero
3.4.4 To evaluate results.	- 1- to 4-digit factors - amounts of money - mental calculation - estimation

TERMINAL OBJECTIVE:

3.5 TO DIVIDE

INTERMEDIATE OBJECTIVES	CONTENTS
3.5.1 To identify the division sign.	- (÷) and (√)
3.5.2 To use related vocabulary.	- divide by, goes into, quotient, average, divisor, dividend
3.5.3 To carry out operations used in division.	- function of zero - divisors < or = 12 - divisors and dividends of 1 to 4 digits - amounts of money - averages
3.5.4 To evaluate results.	- mental calculation - estimation

TERMINAL OBJECTIVE:

3.6 TO TRANSFER NEW KNOWLEDGE AND SKILLS USING THEMES SELECTED BY THE LEARNERS -- MULTIPLICATION AND DIVISION

INTERMEDIATE OBJECTIVES	CONTENTS
3.6.1 To apply problem-solving techniques (reasoning) in an everyday situation using multiplication and division.	- identify relevant information - determine relevant operations - perform calculations - check results

TERMINAL OBJECTIVE

3.7 TO USE A CALCULATOR IN SOLVING PROBLEMS INVOLVING THE FOUR OPERATIONS (+, −, x, ÷)

INTERMEDIATE OBJECTIVES	CONTENTS
3.7.1 To become familiar with the calculator.	- "on", "off", "clear", basic signs (+, −, x, ÷, =), decimal point
3.7.2 To perform the four basic operations using a calculator.	- addition, subtraction, multiplication, division
3.7.3 To evaluate the results obtained using a calculator.	- estimation

BASIC SKILLS

MODULE 4

THE INTERNATIONAL SYSTEM OF UNITS (SI)

TERMINAL OBJECTIVE:

4.1 TO USE THE CELSIUS SCALE (TEMPERATURE)

INTERMEDIATE OBJECTIVES	CONTENTS
4.1.1 To recognize the symbol for Celsius temperature.	- °C
4.1.2 To use instruments for measuring temperature.	- examine different thermometers
4.1.3 To estimate temperature.	- estimation
4.1.4 To read a thermometer.	- give the temperature in degrees Celsuis
4.1.5 To indicate key points on the temperature scale.	- boiling point - freezing point - normal seasonal temperature - room temperature - temperature of the human body - cooking temperature

TERMINAL OBJECTIVE:

4.2 TO INDICATE TIME IN METRIC UNITS

INTERMEDIATE OBJECTIVES	CONTENTS
4.2.1 To indicate time in metric units.	- date - time

LIFE SKILLS ORIENTATION

LIFE SKILLS ORIENTATION: TERMINAL OBJECTIVES

MODULE 5: FRACTIONS

5.1 To solve everyday problems involving fractions.

5.2 To solve everyday problems involving decimal fractions.

5.3 To solve everyday problems involving percentages.

5.4 To solve everyday problems involving the rule of three.

5.5 To use a calculator in solving problems involving fractions.

MODULE 6: GEOMETRY

6.1 To use metric units of length.

6.2 To use metric units of liquid volume.

6.3 To use metric units of mass.

6.4 To solve everyday problems using geometry.

LIFE SKILLS ORIENTATION

MODULE 5

FRACTIONS

TERMINAL OBJECTIVE:

5.1 TO SOLVE EVERYDAY PROBLEMS INVOLVING FRACTIONS

INTERMEDIATE OBJECTIVES	CONTENTS
5.1.1 To identify relevant symbols.	- /, ______________
5.1.2 To use related vocabulary.	- numerator, denominator, fraction, mixed number, lowest common multiple
5.1.3 To recognize the importance of fractions in everyday life.	- concept of fractions - read fractions - write fractions
5.1.4 To perform the four operations (+, −, x, ÷) with fractions.	- half, third, quarter, fifth, sixth, eighth, tenth, twelfth, sixteenth - other fractions* - reduction - comparison - fractions with the same denominator - fractions with different denominators - mixed numbers - mixed number expressions - add and subtract fractions - multiply and divide a fraction by a whole number - multiply and divide two fractions*
5.1.5 To evaluate the results.	- estimation
5.1.6 To apply problem-solving techniques (reasoning) in everyday situations.	- identify relevant information - determine relevant operations - perform calculations - check the result

* Preliminary notion for secondary studies only.

TERMINAL OBJECTIVE:

5.2 TO SOLVE EVERDAY PROBLEMS INVOLVING DECIMAL FRACTIONS

INTERMEDIATE OBJECTIVES	CONTENTS
5.2.1 To use vocabulary related to decimal fractions.	- decimal fraction - tenth, hundredth, thousandth
5.2.2 To perform the four operations with decimal fractions.	- read decimal fractions - write decimal fractions - compare decimal fractions - add, subtract, multiply and divide decimal fractions
5.2.3 To evaluate the results.	- estimation
5.2.4 To apply problem-solving techniques (reasoning) in everyday situations.	- identify relevant information - determine relevant operations - perform calculations - check results

TERMINAL OBJECTIVE:

5.3 TO SOLVE EVERYDAY PROBLEMS INVOLVING PERCENTAGES

INTERMEDIATE OBJECTIVES	CONTENTS
5.3.1 To define percentage.	- concept of percentage
5.3.2 To identify the percentage sign.	- %
5.3.3 To use related vocabulary.	- percentage, percent
5.3.4 To use percentage.	- discount, commission, loan, interest, indexation, taxation, etc. - read percentages - multiply a percentage by a number
5.3.5 To evaluate the results of percentage operations.	- estimation
5.3.6 To apply problem-solving techniques (reasoning) in everyday situations.	- identify relevant information - determine relevant operations - perform calcuations - check results

TERMINAL OBJECTIVE:

5.4 TO SOLVE EVERYDAY PROBLEMS INVOLVING THE RULE OF THREE

INTERMEDIATE OBJECTIVES	CONTENTS
5.4.1 To use vocabulary related to decimal fractions.	- rule of three
5.4.2 To know when and how to use the rule of three.	- three known quantities and one unknown quantity - procedure
5.4.3 To evaluate the results of the operation.	- estimation
5.4.4 To apply problem-solving techniques (reasoning) in everyday situations.	- identify relevant information - determine relevant operations - perform calculations - check results

TERMINAL OBJECTIVE:

5.5 TO USE A CALCULATOR IN SOLVING PROBLEMS INVOLVING FRACTIONS

INTERMEDIATE OBJECTIVES	CONTENTS
5.5.1 To do decimal calculations with a calculator.	- change a fraction into a decimal number - compare a fraction and a decimal number - add, subtract, divide and multiply fractions
5.5.2 To evaluate the results.	- percentage - estimation
5.5.3 To apply problem-solving techniques (reasoning) in everyday situations.	- identify relevant information - determine relevant operations - perform calculations - check results

LIFE SKILLS ORIENTATION

MODULE 6

GEOMETRY

TERMINAL OBJECTIVE:

6.1 TO USE METRIC UNITS OF LENGTH

INTERMEDIATE OBJECTIVES	CONTENTS
6.1.1 To learn metric length units and their abbreviations.	- millimetre (mm) - centimetre (cm) - metre (m) - kilometre (km)
6.1.2 To make length estimates.	- distances - measurement of the human body - length of various objects in the immediate environment
6.1.3 To use measurement instruments.	- tape measure, ruler, odometer

TERMINAL OBJECTIVE:

6.2 TO USE METRIC UNITS FOR LIQUID VOLUME

INTERMEDIATE OBJECTIVES	CONTENTS
6.2.1 To learn metric units (and their abbreviations) for liquid volume.	- millilitre (ml) - litre (l)
6.2.2 To make metric estimates of liquid volume.	- fuel consumption - recipes - various containers
6.2.3 To use measurement instruments.	- measuring cup - measuring spoons

TERMINAL OBJECTIVE:

6.3 TO USE METRIC UNITS OF MASS

INTERMEDIATE OBJECTIVES	CONTENTS
6.3.1 To learn metric units of mass (and their abbreviations).	- gram (g) - kilogram (kg)
6.3.2 To make metric mass estimates.	- human body - familiar objects
6.3.3 To use measurement instruments.	- scales (for people and things)

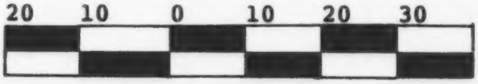
TERMINAL OBJECTIVE:

6.4 TO SOLVE EVERYDAY PROBLEMS USING GEOMETRY

INTERMEDIATE OBJECTIVES	CONTENTS
6.4.1 To identify certain geometrical shapes.	- circle - square - rectangle - triangle
6.4.2 To identify geometrical symbols and use measurement vocabulary.	- line segment - angle - degree
6.4.3 To measure line segments	- ruler
6.4.4 To use measurement instruments.	- protractor - square - compass
6.4.5 To measure angles.	- protractor
6.4.6 To estimate angles.	- estimation
6.4.7 To understand symbols and vocabulary related to perimeter measurement.	- perpendicular - parallel - base, height, width, length - perimeter
6.4.8 To determine perimeter.	- idem
6.4.9 To understand symbols and vocabulary related to area measurement.	- m^2, cm^2 - area
6.4.10 To determine area.	- idem
6.4.11 To calculate area and perimeter.	- estimation

TERMINAL OBJECTIVE:

6.4 TO SOLVE EVERYDAY PROBLEMS USING GEOMETRY

INTERMEDIATE OBJECTIVES	CONTENTS
6.4.12 To understand symbols and vocabulary related to area and circumference.	- circle - disk - centre - radius - diameter, circumference
6.4.13 To determine the circumference of a circle and the area of a disk.	- idem
6.4.14 To evaluate the area of a disk.	- estimation
6.4.15 To understand symbols and vocabulary related to volume.	- cm^3 - m^3 - parallelepiped (example: a box) - cube (example: a die)
6.4.16 To evaluate a problem	- idem
6.4.17 To estimate volume.	- estimation
6.4.18 To recognize scale illustrations.	- 
6.4.19 To calculate dimensions.	- read and draw a scale
6.4.20 To evaluate dimensions.	- estimation

RESOURCES

A range of instruments for measurement and evaluation can be found in the MEQ's programs and in the materials produced by community groups and school boards.

BOOK 5

LEARNER'S NOTEBOOK

Québec

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 5

LEARNER'S NOTEBOOK

NAME: ____________________

Date: ____________________

Adult Education Centre: ____________________

1991

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TABLE: AREAS OF LEARNING

INTRODUCTION

The self-evaluation sheets in this Notebook were designed with you, the learner, in mind. You and your instructor can use them as often as you feel is necessary. They are intended to give you a clear picture of both the difficulties you have encountered and the progress you have made. There is space for you to indicate your goal (why you decided to sign up for literacy training), the learning you need in order to achieve your goal and the learning you have actually mastered.

This Notebook is valuable in that it is your personal progress report: it tells you how far you have come in your learning project and how far you still have to go. The table on the next page gives you an overview of the various areas of learning open to you as you carry out your learning project.

Learning sometimes requires great effort, but may also be a source of pleasure and satisfaction. We wish you success in your learning project.

AREAS OF LEARNING

In English	In Arithmetic	With Respect to the Customized Training Process	With Respect to the Functional Learning Process	With Respect to Themes
1. Oral Communication 2. Reading Comprehension 3. Recognizing Word Structure 4. The Writing Process 5. Vocabulary Building 6. The Mechanics of Writing 7. Spelling 8. English Grammar and Usage 9. Thinking Skills 10. Using References	1. Preliminary Notions 2. Numbers 3. The Four Operations 4. The International System of Units (SI) 5. Fractions 6. Geometry	1. To be motivated and to express needs. 2. To participate in the planning of learning activities. 3. To participate in the activities themselves and to apply new learning in everyday situations. 4. To participate in the evaluation of the learning project and to carry out follow-up measures as needed.	1. To Feel 2. To Explore 3. To Understand 4. To Do	Examples of Themes: - motivation - learning needs - coming into a group - ways of learning - solving problems and carrying out projects - stress - time management - collective action - democracy - the environment - community organizations - recognition of previous learning and experience - the workplace - follow-up measures - job hunting - the family - world peace - racism - others

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
1. Oral Communication			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1
Good: 3
Adequate: 2
Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
2. Reading Comprehension			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1
Adequate: 2
Good: 3
Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
3. Recognizing Word Structure			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
4. The Writing Process			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1 Adequate: 2
Good: 3 Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
5. Vocabulary Building			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1
Adequate: 2
Good: 3
Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
6. The Mechanics of Writing			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
7. Spelling			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1
Adequate: 2
Good: 3
Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
8. English Grammar and Usage			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1
Adequate: 2
Good: 3
Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
9. Thinking Skills			

English	X
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
10. Using References			

English	
Arithmetic	X
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1 Adequate: 2
Good: 3 Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
1. Preliminary Notions			

English	
Arithmetic	X
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
2. Numbers			

English	
Arithmetic	X
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
3. The Four Operations			

English	
Arithmetic	X
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
4. The International System of Units (SI)			

English	
Arithmetic	X
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1 Adequate: 2
Good: 3 Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
5. Fractions			

English	
Arithmetic	X
Customized Training Process	
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
6. Geometry			

English	
Arithmetic	
Customized Training Process	X
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1 Adequate: 2
Good: 3 Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
1. Needs Analysis - Expression of Needs - Motivation			

English	
Arithmetic	
Customized Training Process	X
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
1. Needs Analysis - Expression of Needs - Motivation			

English	
Arithmetic	
Customized Training Process	X
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
2. Development of a Training Strategy - Participation: . In the theme-selection process . In the formulation of objectives . In the selection of learning activities - Understanding of how needs, objectives and activities are interrelated			

English	
Arithmetic	
Customized Training Process	X
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1
Adequate: 2
Good: 3
Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
3. Implementation and Transfer - Participation: . In the activities themselves - Transfer of learning			

English	
Arithmetic	
Customized Training Process	X
Functional Learning Process	
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
4. Evaluation and Follow-Up Measures - Participation: . In the evaluation of the learning project - Ability to follow up on the learning project			

English	
Arithmetic	
Customized Training Process	
Functional Learning Process	X
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
1. To Feel (See Patry, 1989 in Book 1, Bibliography.) - Focus on present - Openness - Emotional involvement - Trust in intuition			

English	
Arithmetic	
Customized Training Process	
Functional Learning Process	X
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1 Adequate: 2
Good: 3 Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
2. To Explore - Information-gathering - Selection - Organization - Description			

English	
Arithmetic	
Customized Training Process	
Functional Learning Process	X
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
3. To Understand			
- Concepts			
- Judgement			
- Reasoning			
- Decision-making			

English	
Arithmetic	
Customized Training Process	
Functional Learning Process	X
Themes	

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
4. To Do - Risks - Initiatives - Responsibility - Evaluation			

English	
Arithmetic	
Customized Training Process	
Functional Learning Process	
Themes	X

Goal (Desired Functional Competence)

Codes to Indicate Degree of Mastery:

Slight: 1	Adequate: 2
Good: 3	Excellent: 4

Competencies to Develop or Objectives to Achieve	Comments: Progress, Problems, Meetings, Measurement Instruments	Mastery	Date
Themes (See Book 2.) - - - - -			

BOOK 6

DOCUMENTS

Québec

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

BOOK 6

DOCUMENTS

1991

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BOOK 6: DOCUMENTS

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DOCUMENT 7: INSTRUCTOR SKILLS INVOLVED IN USING THE GUIDE

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DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

DOCUMENT 1

DEFINITIONS: CONCEPTS RELATED TO THE CUSTOMIZED TRAINING PROCESS AND THE FUNCTIONAL LEARNING PROCESS

1991

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INTRODUCTION 1.1

DEFINITIONS 1.3

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INTRODUCTION

The definitions given in this document refer to concepts that are not without complexity and must be seen in context to be fully understood. The short text below is meant to provide that context and clarify nuances:

Personal and social DEVELOPMENT are based on CHANGE and take place through the ACTUALIZATION of an individual's potential.

The MOTIVATION to satisfy NEEDS is at the heart of personal and social development. This motivation finds concrete expression in the individual's ATTITUDES/BEHAVIOURS as he or she interacts with the ENVIRONMENT.

An individual's AWARENESS of his or her FUNCTIONING constitutes his or her FUNCTIONAL IDENTITY, which is defined in terms of a PROCESS by which the CONTENT implicit in the individual's EXPERIENCE is made explicit by his or her modes of interaction with the environment. These modes are of four main types: emotional, perceptual, cognitive and active.

If past interactions with the environment have INHIBITED the process of self-actualization, it can be RESTORED by FACILITATING LEARNING through an ANDRAGOGICAL or therapeutic approach primarily aimed at helping the individual LEARN HOW TO LEARN.

To be meaningful, the LEARNING which results from this type of approach must be grounded in REAL-LIFE SITUATIONS requiring that the individual have certain COMPETENCIES (SKILLS and KNOWLEDGE) in order to function adequately.

The instructor facilitates this learning process by performing specific ROLES, FUNCTIONS and TASKS using particular FORMATS, METHODS, TECHNIQUES and DEVICES that enable the individual to direct his or her own learning.

From an OPERATIONAL point of view, learning is facilitated by planning LEARNING ACTIVITIES aimed at helping the learner ADAPT and based on his or her APTITUDES and PREVIOUS LEARNING AND EXPERIENCE. The instructor's role is to promote the TRANSFER OF LEARNING in solving problems and carrying out concrete PROJECTS that meet the specific needs jointly determined with the learner.

Main Concepts Related to Customized Training

The CUSTOMIZED TRAINING PROCESS takes into account the concrete situations of the learners' daily lives. It is based on an ANALYSIS of the NEEDS arising from these situations and aimed at the TRANSFER OF LEARNING in these same situations.

The distinguishing characteristic of customized training is the learner's PARTICIPATION in every phase of the process.

A broad vision of the whole customized training process is necessary in order to ensure CONSISTENCY and effective planning of learning activities.

DEFINITIONS

NOTE:

- The numbers in brackets indicate sources (see bibliographical references).
- Underlined words appearing in the definitions are defined elsewhere in the list.

Actualization: The transition from potential to action or possibility to reality. (7)

Adaptation: An individual's adjustment to his or her environment. (8)

An individual's changing or modifying his or her behaviour in order to better adjust to his or her environment or improve his or her condition. (6)

Action by which an individual adjusts to his or her environment by reconciling his or her particular needs and external constraints. (2)

Andragogy: A science and area of social practice specifically aimed at providing educational support for adult learning, i.e., change actively sought by the adult. (10)

Aptitude: The natural disposition or acquired capacity to carry out certain tasks. (8)

Attitude: The range of judgments and tendencies which lead to a specific behaviour. (9)

An overall stable and relatively constant predisposition to react with a specific type of behaviour and a certain sort of judgment when faced with a given situation. (6)

A predisposition to feel, perceive, think and act in a certain way in relation to any given person or thing. This is manifested in the form of resistance to change.

Awareness: Consciousness that each individual has of his or her existence, behaviour, and of the outside world. (8)

Behaviour: A specific way of being and acting which can be observed and measured by the individual and by others; it is characterized by adaptive responses to stimuli from the environment. (2) (5)

Change: The passage from one state to another. Modification, transformation, innovation, evolution. (7) (9)

Competencies: The knowledge and skills that enable a person to carry out tasks, perform duties, and fulfil roles. Competencies are evident over long periods of time and are observable in terms of specific behaviours and their results. (10)

Consistency: Continuity or coherence of the objectives of the training process, the selected themes and the contents and methods involved in the learning activities. Coherence between the learning objectives and activities and the desired changes.

Content: Ideas expressed in a text. (7) The text might be a letter, book, learning program, etc.

An emotion or a given idea that has been experienced or strongly felt. Referred to as experiential content.

Customized: Adapted to the situation assessed at the start of the training process and tailored to the needs, resources and limitations of the various individuals involved in the training process.

Development: A series of steps through which a person passes and in the course of which new ways of functioning appear, shaped by physiological, psychological and social conditions. (8)

Environment: The whole set of natural and artificial elements which make up an individual's life milieu. (7)

Experience: All that is appropriated by means of the senses. The fact of experiencing or feeling something. (7) (9) (The development of an experience is made up of the sequence of that which is appropriated, experienced or felt.)

Facilitate:	To foster learners' autonomy by providing the tools -- skills, knowledge and attitudes (may be partly or totally lacking) -- they need to direct their own development using real-life situations as prime opportunities for learning. (1) To encourage self-managed development. (1) To enable learners to achieve independence in carrying out projects and solving problems.
Format:	The general organizational framework of a learning activity, including the persons involved (learners, instructors), the schedule, the sequence, etc., intended to facilitate individual, group or community development.
Function:	A set of specific tasks by means of which a person exercises a role. All that a person must do in order to play his or her role in a given social group. (9) (11) The activities carried out by an element which is part of a whole. (7) (9)
Functional analysis:	Approach consisting of establishing connections between the learner's behaviour and his or her environment in terms of cause and effect. It allows the instructor to determine the learner's status with respect to the learning process and plan a strategy that will enable him or her to acquire, maintain or change certain behaviours.
Functioning:	A person's way of interacting with the environment. Relations of cause and effect connecting behaviour to the environment are said to be functional. (5)
Inhibition:	A blocking of the capacity for spontaneous reaction. (6) A control mechanism that slows down or stops a function. (2) Reaction induced (provoked) by a domineering and judgmental attitude on the part of another. (6) The process of preventing someone from acting or from expressing his or her feelings or opinions. (9)

Knowledge:	Knowing, being aware of; being able to form an image, idea or concept of... (9)
Learn:	To work to acquire knowledge, skills and attitudes. (9) To attempt to develop the ability to learn. (9)
Learning:	The acquisition of a new behaviour following a specific type of training. It results from one's interaction with the environment and involves the development of the whole person. (8) The Guide to Customized Literacy Training, refers to functional learning achieved by the learner through interaction with the environment in an intentional and meaningful way.
Learning activity:	A set of coordinated actions aimed at obtaining or acquiring new behaviours. (7)
Learning how to learn:	To strive to develop the ability to learn on one's own or with the help of another person.
Method:	A set of procedures pursued for the purpose of arriving at a goal. (3) (9)
Motivation:	The set of dynamic factors which determine an individual's behaviour. Motivation is the guiding principle of behaviour. (6) (8) Motivation corresponds to internal factors which predispose or prompt an organism to display behaviour specifically directed toward the satisfaction of certain needs or the achievement of certain goals. (6) (8)
Need:	The state of tension of an individual experiencing a feeling of dissatisfaction with respect to something he or she needs for his or her biological survival or psychological equilibrium. (6) (8)
Needs analysis:	Awareness and assessment of the current needs, resources and aptitudes, previous learning and experience of the adult learner, of the instructor and of the organization providing the training.

Operational:	Which allows given operations to be carried out in the best possible way. (7) Which specifies the method used to define the object under consideration or to grasp its characteristics without attempting to define the object itself. (6) Which is aimed at finding the best way to make decisions to achieve optimal results. (7)
Participation:	Involvement of the adult learner in every phase of the customized training process, from the needs analysis to the transfer of learning.
Previous learning and experience:	The range of knowledge, skills and advantages already acquired through action. (7)
Process:	A series of psychological or social phenomena that always follow the same internal sequence. (9) An ordered succession of operations leading to a result. (9) The step-by-step development of a phenomenon or organism in a given direction. By analyzing a process, it is possible to learn how the development takes place. (6) NOTE: A distinction must be made between the customized training process and the functional learning process. The customized training process comprises four phases: needs analysis, development of a training strategy, implementation and transfer, and evaluation and follow-up measures. The functional learning process comprises four learning modes: to feel (emotional), to explore (perceptual), to understand (cognitive) and to do (active).
Project:	What one intends to do. (7) The image of a state or situation that one hopes to achieve. (9) The forming of an idea of what one intends to do and how one plans to go about it. (9)

Real-life situations:	Set of circumstances and events that the learner encounters in his or her everyday life.
Resource:	A person or thing serving to obtain a result. (9)
Role:	That which specifies, identifies and differentiates an occupation with respect to other occupations and determines the duties proper to each. Example: The role of an adult educator. (10)
Skill:	The capacity to carry out a task with finesse, dexterity, intelligence and competence. (7) (9)
Task:	All that a person must do in order to carry out his or her duties in a given social group. (10)
Technique:	A set of measures employed for the purpose of obtaining a specific result. (3) (9)
Tool:	A means or method by which work can be carried out. (7) (9)
Transfer of learning:	A phenomenon by which feelings towards a given object (person or thing) is extended to another object. (9)
	A phenomenon by which knowledge and skills acquired in a certain area are applied to another area. (6)
	A phenomenon by which knowledge and skills acquired in a learning environment are applied to real-life situations.

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DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

DOCUMENT 2

FACILITATING LEARNING

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BIBLIOGRAPHY

1. THE INSTRUCTOR'S ROLE[1]

"To facilitate learning" is the ultimate goal of adult education, or more specifically, andragogy, which is defined as an area of social practice aimed at helping adults learn to solve problems and make decisions in their life situations.

In the approach suggested in the Guide to Customized Literacy Training, the literacy instructor's role consists in providing adult learners with the tools they need to DIRECT THEIR OWN FUNCTIONAL LEARNING PROCESS, drawing upon real-life situations as ideal opportunities for learning and growth. The instructor's first concern must be to help individual learners and groups of learners become autonomous so that they are able to handle the situations they encounter daily in their environments, to explore their environment, to understand it in relation to their needs and to make any desired changes. This requires that the instructor exercise constant vigilance and guard against engaging in ideological propaganda or merely transmitting raw knowledge.

To facilitate learning means to enable learners to carry out their own projects and solve their own problems. It means helping learners acquire and develop the tools they need to function adequately (effectively and satisfyingly) as they interact with the environment. The basic tools might be described as the ability to communicate (speaking, listening, reading and writing skills) and count (arithmetic skills) and the ability to solve problems and carry out projects.

2. LEARNING HOW TO LEARN

The concept of "learning how to learn" includes the idea of helping individuals develop basic skills and knowledge in order to enable them to carry out various tasks. In learning to perform one task, the individual acquires learning mechanisms or strategies required to perform other tasks (Malcuit and Pomerleau, 1977).

3. FACILITATING LEARNING

In this context, facilitating:

- Is a strategy and a strategic option
- Ties in with the important concept of transfer of learning

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[1] This document is based largely on Garneau, J. (1984).

- Refers to a type of relationship -- one in which the learner is in control
- Implies a specific intention and is aimed at a given result
- Means learners can use the tools provided on their own
- Means showing learners how to use or refine the tools they have already acquired
- Means providing tools to learners who want them and are able to use them responsibly

4. CHARACTERISTICS OF LEARNING TOOLS

Learning tools must be:

- Practical rather than theoretical
- Transmittable, i.e., simple, economical and few in number
- Applicable in difficult or stressful situations (hence the need for a certain degree of skill and autonomy)

5. TYPES OF LEARNING TOOLS

There are two types of learning tools:

- Knowledge and skills

6. IMPORTANCE OF ATTITUDES

Attitudes (learned behaviours) are important in that they:

- Determine the use and effectiveness of learning tools
- Constitute the framework in which the learning tools are to be used
- Are in the category of automatic behaviours
- Are prerequisite for the effective use of learning tools and are as such essential in that they determine the effectiveness of all other learning tools

7. PURPOSE OF LEARNING TOOLS

Learning tools are used to:

- Solve problems and carry out projects
- Assess needs
- Develop strategies
- Apply strategies
- Evaluate strategies

8. POTENTIAL OBSTACLES TO LEARNING

A number of factors may hinder facilitation:

- Blind faith in learning tools: "It will work -- I guarantee it."
- Blind faith in the instructor: "It will work -- he said so."
- The instructor's personal attributes (preferences, values, beliefs, fears, dislikes, etc.)
- Learners' tendency to adopt the instructor's behaviours and attitudes, which are perceived as desirable. Since these behaviours and attitudes are necessarily displayed in the facilitating process, the instructor should make it clear that they are personality traits, i.e, features that distinguish him or her as an individual.

9. DESIRED OUTCOME

The desired outcome of the facilitating of learning is the acquisition (or modification) of behaviours by the learner toward greater autonomy in his or her everyday life.

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A GUIDE TO CUSTOMIZED LITERACY TRAINING

DOCUMENT 3

THEME SELECTION ACTIVITIES AND INTEGRATION OF LEARNING

1991

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BASIS FOR THEME SELECTION ACTIVITIES

1. THEME SELECTION ACTIVITIES: OPPORTUNITIES TO LEARN

1.1 Group Activities

In that they foster group interaction, theme selection activities help learners develop speaking and listening skills.

These skills are crucial for the development of writing skills. Studies have shown that visual stimuli (letters, words, sentences) must be controlled by verbal stimuli (speaking, language) (Staats, 1986). It is therefore virtually impossible to acquire reading and writing skills without first mastering spoken language: learners are generally unable to write words (visual stimuli) they pronounce incorrectly.

1.2 Listening and Speaking Skills

In addition to helping adult learners develop listening and speaking skills, theme selection fosters:

- A feeling of belonging and solidarity
- A feeling of security
- Tolerant attitudes
- Supportive behaviours
- Democratic behaviours (negotiation, compromise, decision making)

1.3 Example

All learners in the group are invited to participate in:

- Selecting themes
- Establishing priorities
- Gathering information on the selected themes

The theme on which learners have found the most information is taken up first.

NOTE:

Experience has shown that the selection of a single theme is the best strategy, given the demands on the instructor.

Experimental research and empirical data both show the crucial importance of psychosocial development -- motivation, self-assertion, self-esteem -- in academic learning.

2. THE INTEGRATION OF LEARNING

The integration of learning consists in ensuring that all academic content has a direct connection with real-life situations.

In this light, theme selection activities are fundamental to the development of listening and speaking skills and to literacy training, as its purpose is not to train expert communicators but to enable learners to understand the information they come across every day.

Selecting a theme for learning activities does not altogether rule out spontaneity. However, it is important to plan, i.e., to identify a specific need, to carry out learning activities and to evaluate their effectiveness.

Any material is appropriate, providing that it helps learners achieve the desired learning.

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DOCUMENT 4

PLANNING A LEARNING ACTIVITY ACCORDING TO THE CUSTOMIZED TRAINING PROCESS

NOTE:

The purpose of this document is to give an example of how the customized training process can be applied to literacy training. The activity described was actually carried out and aimed at achieving learning objectives tailored to a specific situation. Had the situation been different, the learning objectives would also have been entirely different. (Estelle Martin, former literacy instructor)

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PHASE 1

NEEDS ANALYSIS

Step 1: Identifying Needs, Previous Learning and Experience, Aptitudes, Motivation

NOTE:

The learners' educational, personal and social needs were determined during individual and group interviews. These needs may change or evolve as they carry out their learning projects, which implies adjusting the learning objectives accordingly.

EDUCATIONAL OR ACADEMIC NEEDS

Chantal: I want to finish secondary school and CEGEP so I can work in a day-care centre.

Nancy: I want to finish Secondary III and become a truck driver.

Denis: I was working as a night watchman and was supposed to write notes for my boss to read in the morning. That's what I want to be able to do.

Diane: I want to enter the work force, and help my five-year-old daughter.

Marie-Carmen: I want a good job soon and I want to help my daughter who's at the same level as I am.

Nicole: I want to get an advanced degree.

Normand: I want to get Secondary V and get a job doing body work on cars.

Ginette: I want to go to secondary school and I want to get married.

Suzie: I want to get my Secondary III and become a hairdresser.

Sylvie: I want a high school education to find a good job.

PERSONAL AND SOCIAL NEEDS

"Themes I would like to explore while developing language and arithmetic skills"

Chantal:	I want to be able to speak in public.
Nancy:	I want to control the fears and nervousness I've had since identifying my brother at the morgue.
Denis:	I want to be able to get up in front of a group of people and talk.
Diane:	I want to help my five-year-old daughter stop having nightmares because I'm afraid she'll have a depression. I like to learn.
Marie-Carmen:	As a Haitian, I want to be more accepted.
Nicole:	I want to become less dominating -- but not timid -- so people will will accept me more.
Normand:	The group doesn't accept me -- but I don't care -- I came here to learn reading and writing.
Ginette:	(Visually handicapped) I want to be able to ask the right people for help. I often need help.
Suzie:	I'm too shy. I'd like to express myself more.
Sylvie:	I want to understand my three-year-old son, who doesn't talk.

PREVIOUS LEARNING AND EXPERIENCE -- ACADEMIC

All learners were tested to determine their academic achievement level. The group was formed on the basis of these tests, thus ensuring a certain homogeneity.

APTITUDES

Everyone in the group seems to have the aptitudes required for further learning.

At this point, my opinion (which I will need to confirm) regarding the likelihood of learners going on to secondary studies, is the following:

- Fairly easily: Diane, Suzie
- If they work hard: Chantal, Nancy, Marie-Carmen, Ginette, Sylvie
- With great difficulty: Nicole, Normand

Step 2: Analyzing the Situation and Developing a Group Profile

EDUCATIONAL OR ACADEMIC NEEDS

The group is homogeneous with respect to academic achievement. The learners' level might be described as average (on a scale that ranges from very poor to advanced).

Some of the learners in the group -- Diane and Suzie -- will have no trouble progressing beyond their current level. Most learners in the group -- Chantal, Nancy, Denis, Marie-Carmen, Ginette and Sylvie -- will have to put in a good deal of hard work. These learners will need considerable support -- their motivation must be maintained. Finally, Nicole and Normand will probably have to reformulate their learning projects in more realistic terms.

PERSONAL AND SOCIAL NEEDS

Among the group, several have personal or social problems of different types. Areas that need work are:

- Communication skills and self-assertion: Chantal, Denis, Suzie
- Integrating into a group: Marie-Carmen, Nicole, Normand
- Psychological problems: Nancy, Diane, Sylvie
- Support from a social agency or other organization: Ginette

Step 3: Defining Themes Most Likely to Interest the Learners
(See Book 2: Themes.)

Based on the learners' needs, the themes most likely to interest them are:

- Personality
- Behaviour
- Individual Differences
- Mental Health
- Factors that Foster Mental Health
- Depression
- Available Community Resources
- Group Dynamics

Phase 2:

DEVELOPMENT OF A TRAINING STRATEGY

Step 1: Presenting Themes and Theme Selection Activity

NOTE:

After much discussion, the learners agreed to take up the theme of Mental Health. However, it was also agreed that some of the other themes under consideration would be taken up later on (along with themes designed to meet any new needs that might arise). This compromise greatly facilitated the theme selection process.

Selected Theme: Mental Health

Step 2: Formulating Learning Objectives

A. Specific Theme Objective

NOTE:

Selecting a specific objective and content element was not easy. The group considered a number of objectives, each offering a range of learning opportunities.

Here again, only after much discussion and compromise did the learners finally agree on a specific objective and content element.

Specific Objective:

To gather information with a view to understanding mental health.

Content Element:

Characteristics of and differences between "feeling depressed" and depression, phobia and anxiety, neurosis and psychosis.

Step 2 (Cont'd) **B. Terminal and Intermediate Objectives in Academic Subject Matter**		**Step 3: Selecting Learning Activities** **Step 4: Developing a Training Plan (1)**
Terminal Objectives	Intermediate Objectives	First Mode of the Functional Learning Process: To Feel **Base the Activity on the Learner's Life Experiences**
To give and receive a message in order to communicate effectively with others.	To express oneself in oral communication situations that are close to one's own life and concerns.	Activity Selected Jointly by Instructor and Group: - Expression of feelings about the learning to be achieved with respect to either topic or content. NOTE: Students showed great interest in this activity. They finally decided to learn about depression.
		Second Mode of the Functional Learning Process: To Explore Gather as Much Information as Possible About the Subject
To give and receive a message in order to communicate effectively with others.	To observe the role of the message receiver in an oral communication situation.	Activities Selected Jointly by Instructor and Group: Passive Exploration - The learners follow along as the instructor reads them a text on depression.

(1) The training plan was drawn up in accordance with the functional learning process, as illustrated in this example. In practice, the second, third and fourth steps are carried out simultaneously. Depending on circumstances, activities may be selected before or after academic objectives.

Step 2 (Cont'd) **B. Terminal and Intermediate Objectives in Academic Subject Matter**		**Step 3: Selecting Learning Activities** **Step 4: Developing a Training Plan**
Terminal Objectives	Intermediate Objectives	Second Mode of the Functional Learning Process: To Explore **Gather as Much Information as Possible on the Theme**
To acquire knowledge of syntax in order to recognize the sentence as a meaningful unit.	To read a meaningful text to oneself.	Active Exploration - The learners read the text to themselves and then discussed it.
To interpret a meaningful text so as to understand the author's intention.	To read for a particular purpose.	
	To pick out the main ideas in a text.	
To identify noun types in order to improve interpretation skills.	To distinguish different types of nouns.	
To recognize verbs and their importance, in order to improve comprehension skills.	To pick out the verb in a sentence.	
	To understand the role of the verb in a sentence.	
	To observe different verb forms.	
	To determine the type of verb.	

Step 2 (Cont'd) **B. Terminal and Intermediate Objectives in Academic Subject Matter**		**Step 3: Selecting Learning Activities** **Step 4: Developing a Training Plan**
Terminal Objectives	Intermediate Objectives	Second Mode of the Functional Learning Process (Cont'd)
To distinguish common homophones so that spelling them correctly becomes automatic.	To examine the spelling of various homophones.	
To understand the role of the subject and to apply this knowledge in a communication situation.	To examine the relationship between verb endings and the subject.	
To understand the role of the complement and to apply this knowledge in a communication situation.	To examine the relationship between subject and complement.	
To give and receive a message in order to communicate with others.	To examine the role of the person who gives a message in an oral communication situation.	- Survey (short questionnaire)
To analyze a communication situation in order to write short texts that meet one's needs.	To examine the message in relation to the intention.	

Step 2 (Cont'd) **B. Terminal and Intermediate Objectives in Academic Subject Matter**		**Step 3: Selecting Learning Activities** **Step 4: Developing a Training Plan**
Terminal Objectives	Intermediate Objectives	Third Mode of the Functional Learning Process: To Understand **Analyze Information in Order to Understand**
To give and receive a message in order to communicate effectively with the rest of the group.	To observe the role of the giver of a message in an oral communication situation. To observe the role of the receiver of a message in an oral communication situation. To observe the intentions of both parties (receiver and giver) in a communication situation.	Activities Selected Jointly by Instructor and Group - Discussion: Feeling depressed vs. depression Symptoms of depression Prevention - Comprehension questions (oral)

Step 2 (Cont'd) **B. Terminal and Intermediate Objectives**		**Step 3: Selecting Learning Activities** **Step 4: Developing a Training Plan**
Terminal Objectives	Intermediate Objectives	Third Mode of the Functional Learning Process (Cont'd)
To give and receive a message in order to communicate effectively with the rest of the group.	To express oneself in a stimulating and informative way in oral communication situations that are close to one's experience and concerns.	- Selection and planning of actions to be carried out (theme and academic subject matter)
NOTE: This step is designed to determine whether the desired behaviours have been acquired (achievement of objectives) with respect to both theme and academic subject matter. Since activities (dictation, composition, individual action) are subject to evaluation, they must be directly related to previously pursued objectives. In this instance, the activities were as follows:		Fourth Mode of the Functional Learning Process: To Do **Apply New Learning**
		Activities Selected Jointly by Instructor and Group: Academic Subject Matter - Dictation (on the content element) - Composition (on the content element)

<table>
<tr>
<td colspan="2">Step 2 (Cont'd)

B. Terminal and Intermediate Objectives in Academic Subject Matter</td>
<td>Step 3: Selecting Learning Activities

Step 4: Developing a Training Plan</td>
</tr>
<tr>
<td>Terminal Objectives</td>
<td>Intermediate Objectives</td>
<td>Fourth Mode of the Functional Learning Process (Cont'd)</td>
</tr>
<tr>
<td colspan="2">- Questionnaire on the text
- Dictation (vocabulary)
- Dictation (on vocabulary and grammar in text)
- Composition
- Individual action (based on personal concerns)
- Evaluation based on results obtained from above activities</td>
<td><u>Theme</u>
- Individual actions: adjusting behaviours in light of new learning. Informing the rest of the group
- Evaluation

<u>NOTE</u>:

The language objectives pursued in the first and third modes focus on listening and speaking skills.</td>
</tr>
</table>

PHASE 3:

IMPLEMENTATION AND TRANSFER

Step 1: Carrying Out the Activities

Since the group is homogeneous with respect to language skills and the theme was chosen by the learners themselves, there should be no significant motivation problems as the activities (planned in phase 2, step 4) are carried out. In the case of a heterogeneous group, it would have been necessary to form sub-groups

Individual Objectives:

	Theme	Subject Matter
Chantal:	To show her feelings	Person (1st, 2nd, etc.)
Nancy:	To learn to relax	Conjugation
Denis:	To express himself	Conjugation
Diane:	To better help her daughter	Spelling
Marie-Carmen:	To assert herself	Rules
Nicole:	To learn to listen to others - to explore	Capital letter to begin sentences
Normand:	To be more open, less reserved	Speaking skills
Ginette:	To decrease her dependence on the people around her	Person (1st, 2nd, etc.)
Suzie:	To assert herself	Person (1st, 2nd, etc.)
Sylvie:	To learn how she can better help her son	Oral expression

Step 1: (Cont'd)

Date of Beginning of Activities: February 23, 1988

Teaching Material: Prepared for first activities then developed as needed for subsequent activities

- Choice of text based on theme and academic objectives (see Appendix 1)
- Survey questionnaire - second mode of the functional learning process (see Appendix 2)
- Comprehension questions - third mode of the functional learning process (see Appendix 2)
- Questionnaire on the text (see Appendix 3)
- Vocabulary (see Appendix 4)
- "Made-to-measure" dictation exercise (see Appendix 5)
- Composition: Subject chosen on the basis of theme and academic objectives (see Appendix 6)

Approximate duration of activities related to the text on depression (first text): 12 hours

If an instructor-in-training is present, specify his or her role and tasks.

Step 2: Evaluating the Activities on an Ongoing Basis
Step 3: Verifying that Learning is Transferred

The third phase of the customized training process involves carrying out the learning activities, evaluating them on an ongoing basis and, finally, verifying that transfers are made.

Here, some activities (dictation, composition, individual action, evaluation of this action) allowed both evaluation and transfer of learning.

The transfer of learning can also be verified during individual interviews (using the Learner's Notebook) and in some cases, activities realized outside the classroom.

PHASE 4:

EVALUATION AND FOLLOW-UP MEASURES

NOTE:

Phase 4 is not discussed in great length here since it is part of current teaching practices and is therefore easier for instructors to carry out than phases 1 and 2 (needs analysis and development of a training strategy). The following pages constitute a brief overview of the three steps involved in phase 4.

Step 1: Defining Objectives (Achieved and to be Achieved)

Evaluation must be based on the functional competence learners expressed a desire to acquire at the outset of their learning projects (see Learner's Notebook). This first step consists in the instructor and learner jointly determining which objectives (academic and psychosocial) have been achieved in acquiring a given functional competence (i.e. to enter the job market, to get a job doing bodywork on cars, to write messages for the boss, to finish high school), as well as the objectives yet to be achieved.

Step 2: Specifying Follow-Up Measures

The instructor and learner jointly decide on follow-up measures either to take steps to use the desired functional competence established at the outset of the learning project (if objectives have been achieved), or to continue the learning project (if some objectives have not yet been achieved).

Step 3: Verifying Results in the Long Run

The last step consists in verifying the outcomes of the learning project in the long run (i.e., whether the learner has indeed acquired the desired functional competence) three to six months after the training program. This step allows the learner to take up further literacy training if results are judged unsatisfactory, or to formulate a new learning project.

THE CUSTOMIZED TRAINING PROCESS

PHASE 1 NEEDS ANALYSIS	PHASE 2 DEVELOPMENT OF A TRAINING STRATEGY	PHASE 3 IMPLEMENTATION AND TRANSFER	PHASE 4 EVALUATION AND FOLLOW-UP MEASURES
STEPS: 1. Identifying needs, previous learning and experience, aptitudes, motivation 2. Analyzing the situation and developing a group profile 3. Defining themes most likely to interest the learners (based on needs expressed during individual and group interviews) (See Book 2: Themes.)	STEPS: 1. Presenting themes and theme selection activity 2. Formulating learning objectives: - Specific theme objectives - Terminal and intermediate objectives in English and arithmetic 3. Selecting learning activities 4. Developing a teaching plan to carry out the selected learning activities in accordance with the functional learning process	STEPS: 1. Carrying out the activities in accordance with the functional learning process 2. Evaluating the activities on an ongoing basis 3. Verifying that learning is transferred	STEPS: 1. Defining objectives (achieved and to be achieved) for the project as a whole 2. Specifying follow-up measures 3. Verifying results in the long run and formulating a new learning project as needed

APPENDIXES

The texts and exercises in the following pages allowed the learners to focus on the theme while developing language skills. They are included here only as examples.

APPENDIX 1

Text on Depression

It is Normal to Feel Depressed

It is normal to feel sad or depressed or to have the blues from time to time. We all have reasons to feel more or less depreseed and it is even a healthy way to express frustration. "The blues" (to use a common expression) become an illness when they override a person's usual moods and prevent him or her from leading a normal life.

Source: Folder published by the Fondation québécoise des maladies mentales (free translation)

NOTE:

This is only an excerpt. Subsequent portions of the text could also be discussed if learners wish to pursue the subject further.

APPENDIX 2

Survey Questionnaire

1. Can you tell me what "depression" means?
2. Do you know someone who has experienced a depression?
3. What is the difference between experiencing a depression and feeling depressed from time to time?

Comprehension Questions

1. What is the difference between experiencing a depression and feeling depressed from time to time?
2. Is there a positive side to feeling depressed?
3. What can a person do to prevent depression?

APPENDIX 3

Questionnaire on the Text
(Complete Sentences)

Date: ____________________

Name: ____________________

It is normal to feel depressed from time to time.

1. Is it unusual to feel sad or depressed?
   No, it is normal to feel sad or depressed from time to time.

2. Is being depressed considered an illness? (Write out the sentence that answers the question.)
   No, being depressed is not considered an illness.

3. Does everyone feel depressed from time to time and does this have a positive side?
   We all have reasons to feel more or less depressed and it is even a healthy way to express frustration.

4. When does depression or "having the blues" become an illness?
   "The blues" become an illness when they override a person's usual moods and prevent him or her from leading a normal life.

5. What kind of term is "the blues"?
   The term "the blues" is a common expression.

Give the dictionary definition of the word "depression."

DEPRESSION

Normal
Sad
Depressed
Blues
Illness
Reason
Healthy
Frustration
Common
Expression
Usual
Override
Mood
Prevent

APPENDIX 5

Dictation

I know that everyone feels depressed from time to time. That's why I don't get too worked up if I start feeling depressed. The fact that I feel sad or depressed does not mean I am ill. In fact, it is even a healthy way to express frustration.

Lise was feeling sad. She phoned her sister-in-law to tell her she was in a bad mood and feeling down. Her sister-in-law told her: "You're going through a depression!" This scared Lise and made her feel even worse. Fortunately, her mother dropped by for a visit and reassured her. She had learned about depression in a community education course she had taken. Some people in the course were experiencing a lot of frustration and thought it was an illness. The instructor reassured everyone by explaining what certain words meant. "That information helped many people get on with their lives," says Lise's mother. And it reassured Lise.

APPENDIX 6

Composition

Topic: You visited your mother on the weekend. She thinks she is depressed. What do you think?

Introduction:

Tell me about your visit with your mother.

Development of the Topic:

Describe how she was, how she acted, what she said.

Conclusion:

Based on your observations and what you have learned about depression, tell me whether you think your mother is really experiencing a depression.

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DOCUMENT 5

APPLYING THE FUNCTIONAL LEARNING PROCESS

NOTE:

The example provided in this document illustrates the functional learning process as described in section 2.3.2 of Book 1.

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TABLE: THE FUNCTIONAL LEARNING PROCESS
(Intentional-Meaningful Learning)

INTRODUCTION

The functional learning process, with its four distinct but successive learning modes (see table), can be used to facilitate learning, regardless of the objectives aimed for (psychosocial or academic) or the instructional context (individual or group instruction). Effective and satisfying action (fourth mode) follows from the definition of the learning to be achieved (first mode), the exploration of related content (second mode) and an application of how learning will be transferred in real-life situations (third mode).

These four successive modes are also progressive and interrelated. In going from one mode to the next, the learner in no way leaves behind the previous modes but rather builds on them, as they are the bases or prerequisites for further learning. Thus, the action taken in the fourth mode ("to do") will be adapted to the learner's needs only to the extent that it draws on his or her experience of the three preceding modes. Action[1] that takes into account the emotional, perceptual and cognitive dimensions is most probably going to be effective and satisfying.

In the following example, the instructor interacts with the learners both as individuals and as a group. When carrying out group activities according to the functional learning process, the instructor should keep in mind that the group is composed of individuals. The process itself may be the same for everyone, but it is experienced differently according to individual learning styles and profiles. In this sense, functional analysis -- the assessment of the learner's state of learning with respect to the process -- plays a vital role.

1. FUNCTIONAL ANALYSIS

NOTE:

Exhaustive functional analysis involves interviews, tests and observation. Its quality therefore depends on the resources made available to instructors by the centre.

Mark is 32 years old. He has been in a literacy program for three weeks -- just enough time get used to the new situation. His learning profile is basically negative. He remembers his schooling as a disaster. And yet, he loved school...

---

[1] Fourth-mode action may take various forms: dictation, composition, problem-solving (arithmetic, psychosocial), carrying out a project, self-affirmation, etc.

The tests he has taken since the start of the program show that his academic achievement level is average (on a scale that ranges from very weak to advanced). With respect to the functional learning process (see table), a test (Patry, 1989) shows that Mark's competencies are fairly well developed in modes 3 (reasoning) and 4 (responsibilities and evaluation). His weaknesses are a lack of openness (mode 1) and an inability to organize information (mode 2). The competencies that are lacking will therefore become the target behaviours the instructor and learner will strive to change in order to facilitate learning.

Mark's lack of openness seems to be linked to a certain reinforcement of inappropriate behaviours. At some point he probably learned that he was given attention when, faced with the fearful prospect of learning something new, he stated that it was all "a bunch of junk anyway." (In other words, his teachers tried to convince him of the contrary.) As for his inability to organize information, it seemed Mark was simply never taught how.

Mark wants to succeed and he wants to do it fast. He wants to become a truck driver, a job that will give him opportunities to travel. And he's in a hurry! In fact, he becomes very anxious at the slightest suggestion that he might not get what he wants right away.

The learning process will be the same for Mark as for anyone else. However, Mark's strengths and weaknesses must be taken into account, i.e., the process must draw on the former in order to improve the latter.

2. APPLYING THE PROCESS IN A LEARNING SITUATION

NOTE:

The learning objective to be achieved (distinguishing between the homophones "to" and "too") fills Mark with anxiety. In accordance with the customized training approach, the learning activities are based on a specific theme.

Although the instructor must encourage the development of all competencies associated with the four learning modes, he or she will focus mainly on target behaviours identified through functional analysis (in Mark's case, a lack of openness and an inability to organize information).

First Mode: To Feel

The first mode emphasizes listening and speaking skills. The instructor knows Mark has problems related to first-mode competencies. This is the starting point. Keeping the results of the functional analysis in mind, the instructor will first want to find out whether Mark really wants to learn the difference between "to" and "too." Does he believe such knowledge will be useful? Is he interested? Next the instructor will want to ask Mark about his past experiences and about his fears and anxiety respecting what he is setting out to learn.

Research and practice have shown that the instructor's most important task is to reassure the adult learner with respect to his or her previous experiences. The learner must feel that he or she can carry out a learning project without running the risk of being humiliated again. It is preferable not to devote too much time to the first mode at the outset, but rather to come back to it when the need arises, once the learner feels at ease in the learning situation. (Remember that the modes are successive, progressive and interrelated.)

Mark's inappropriate behaviours (which stem from a lack of openness toward new learning) must not be reinforced. Reinforcement is reserved for behaviours -- questions, remarks and suggestions -- that are incompatible with his inappropriate behaviours and reveal an interest in learning about "to" and "too."

Second Mode: To Explore

The second mode focusses on reading, writing and arithmetic. Known as the "exploration" mode, it corresponds to actual instruction and involves gathering information on the content to be learned (in this case, the homophones "too" and "to.") Exploration is said to be passive when the instructor provides the information and active when the learner assumes this responsibility. In literacy training, the emphasis should be on active exploration.

With respect to Mark's weaknesses in the second mode, the instructor's role is to make sure Mark organizes the information (verbal, printed, audiovisual) correctly. Since functional analysis showed that Mark's inability to organize information was not a learned behaviour, the instructor must SYSTEMATICALLY teach Mark how to organize information correctly. Clearly, it will be essential to provide positive reinforcement.

Third Mode: To Understand

In the third mode, attention is again centred on listening and speaking skills. This mode can be seen as a kind of break (an indispensable one) before going on to the "action" stage. The instructor must determine whether the learners have understood the information they have gathered on "to" and "too": characteristics, similarities, differences, usage, context and so on.

It is also important to identify real-life situations in which the new learning can be applied, i.e., to plan for the transfer of learning. Finally, the instructor must ensure that the appropriate behaviour (using "to" and "too" correctly) has every chance of being reinforced, keeping in mind the law of cause and effect as it applies to learning.[2] The disastrous effects of failure (punishment) are well known.

The instructor must draw upon Mark's strength in the third mode (reasoning) not only to continue the process in general, but also to go back to other modes as the need arises. Ideally, the decision to transfer new learning is made by Mark (or the group) and the instructor. This means not only choosing a real-life situation in which to make the transfer, but also doing exercises at home or in class.

Fourth Mode: To Do

Like the second mode, the fourth mode focusses on reading, writing and arithmetic. It is the "action" mode, in which the learner makes transfers, i.e., applies new learning to real-life situations. It is at this stage that literacy instruction finds its ultimate justification. The transfer of learning provides opportunities not only to verify that learning is applied but also to actualize and implement change. Reading and writing skills are of little purpose if the learner never reads or writes. The same can be said of emotional, perceptual, cognitive and practical competencies if the learner does not use them to bring about real improvement in his or her life.

The instructor must therefore have a constant concern to encourage the learner to participate in planning activities aimed at the transfer of learning, given that, unless transfers are made, the ultimate purpose of literacy training remains unfulfilled. Unless the learner actually uses his or her learning (with all the risks and responsibility this implies), there can be no reinforcement. Without positive reinforcement (see note 2), learning is ineffective and does not provide satisfaction. Conversely, action that is positively reinforced tends to stimulate further learning and new projects, thus resulting in real change.

In Mark's case, the instructor must capitalize on those strengths revealed by functional analysis in the areas of evaluation and responsibilities. If weaknesses associated with the first and second modes (lack of openness, inability to organize information) resurface, they should be attended to without however pressuring the learner, until he gains confidence. It should also be noted that activities associated with the fourth mode are necessarily "made-to-measure," i.e., adapted to the learner's skills, pace, choices, fears and interests.

---

[2] Behaviour will be repeated or will decrease depending on the effect it produces (i.e., whether or not it provides satisfaction).

Clearly, the process remains incomplete unless the final competency -- evaluation -- is brought into play. This involves evaluating the process itself, its effectiveness and the extent to which it satisfies the learner's needs. Evaluation opens the door to further learning which, to be intentional-meaningful, will be pursued according to the functional learning process.

See Document 6 for an example of how the functional learning process can be applied to the teaching of the homophones "to" and "too."

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Environment
(A, I, L)

Environment
(A, I, L)

THE FUNCTIONAL LEARNING PROCESS
(Intentional-Meaningful Learning)

Summary Description of the Functional Learning Process and Functional Analysis Chart
(Needs Analysis and Strategy)

Whether the behaviour-competence is appropriate (A), inappropriate (I) or lacking (L) may be indicated between the parentheses after each statement under Basic Competencies.

→ **FIRST LEARNING MODE** **TO FEEL** (Emotional)	→ **SECOND LEARNING MODE** **TO EXPLORE** (Perceptual)	→ **THIRD LEARNING MODE** **TO UNDERSTAND** (Cognitive)	→ **FOURTH LEARNING MODE** **TO DO** (Active)
I **FEEL**	↑ I **EXPLORE** ↓ I feel	↑ I **UNDERSTAND** I explore ↓ I feel	↑ I **DO** I understand I explore ↓ I feel
Basic Competencies - I am able to focus on the present. ( ) - I am able to be open to the learning experience. ( ) - I am able to get involved emotionally. ( ) - I am able to trust my intuition. ( )	Basic Competencies - I am able to gather information. ( ) - I am able to select information. ( ) - I am able to organize information. ( ) - I am able to describe information. ( )	Basic Competencies - I am able to use concepts. ( ) - I am able to make judgments. ( ) - I am able to reason. ( ) - I am able to make decisions. ( )	Basic Competencies - I am able to take risks.( ) - I am able to take initiatives. ( ) - I am able to assume responsibilities. ( ) - I am able to evaluate my effectiveness and satisfaction. ( )

↑
LEARNING BY CONDITIONING
↓

Environment
(A, I, L)

The behaviour (response) is determined by an antecedent stimulus. (S - R)	The behaviour (response) is determined by a consequent stimulus. (R - S)

Environment
(A, I, L)

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

DOCUMENT 6

TEACHING THE HOMOPHONES "TO" AND "TOO" ACCORDING TO THE FUNCTIONAL LEARNING PROCESS

NOTE:

The example provided in this document illustrates the functional learning process as described in section 2.3.2 of Book 1.

Pedagogical Revision: Laurise Dubé-Martin
Adaptation for English Version: Patti Moore

1991

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TABLE: THE FUNCTIONAL LEARNING PROCESS
(Intentional-Meaningful Learning)

INTRODUCTION

Sections preceded by the letter "I" are addressed to the instructor and relate to the functional learning process (see table). Those preceded by the letter "L" are the instructor's comments, suggestions and instructions to learners. These are provided here as examples only.

(I) The functional learning process can be applied to any learning objective. The example given here represents an ideal situation. Reality, with its particularities and constraints, is never as simple. This example should nonetheless provide the instructor with a valuable POINT OF REFERENCE.

(I) The instructor facilitates learning on two levels, that of content, by teaching it, and that of the functional learning process, by explaining it, by applying it in the classroom and by encouraging the learner to acquire the related competencies.

(I) It should be kept in mind that the language skills program covers four distinct but closely related skills.

(I) REPETITION IS A FUNDAMENTAL TEACHING PRINCIPLE.

Lesson Begins

(L) Today we're going to look at the problem of "to" and "too."

(I) Remind learners of situations in which the problem comes up. Ask learners to think of other examples.

(L) As usual, we're going to go through the four steps of the learning process.

(L) First, we're going to talk about our feelings about what we're about to learn -- our interest, our fears, and if any, our difficulties. Next, during the exploration stage, we'll examine the information that's available on "to" and "too." I'll play an important role here, but so will you: we're going to gather as much information as we can on the subject. Once we've done this, we'll take the time we need to understand. We'll discuss the information we've gathered to make connections with other things we've learned before, and find answers to our questions. Finally, we'll apply what we've learned by doing exercises to verify how well we've understood.

(For another example of the application of the functional learning process, see Book 6, Document 5.)

1. FIRST MODE: TO FEEL

(I) After a certain time, it will not be necessary to specify each step of the learning process unless the learners seem apprehensive about a particular learning objective. However, they should always be reminded to express what they feel about the learning at hand (first mode).

(I) The first mode ("to feel") focusses on listening skills:

- Listening to what is proposed (the stimulus)
- Listening calmly and attentively to oneself
- Listening to others

First Mode (To Feel) Begins

(I) Write "to" and "too" on the blackboard.

(L) The best way to solve a problem or learn something new is to start at the beginning. Our starting point is the first mode of the functional learning process, which involves our feelings about what we're about to learn. This means that we must focus on the present, be open to the learning experience, participate by expressing our feelings about the learning at hand, and trust our intuition by sharing our first impressions.

Or: We know that the best way ...
Or: As we have seen, the best way...

(L) Let's start by taking a few minutes to make sure we're ready.

1.1 Being Able to Focus on the Present

(L) First, is everyone with me? It's important that everyone be attentive right from the start. If you're not with me because you're preoccupied by a problem, you might:

- Tell us about it -- that often does a lot of good. And sometimes it's the first step to finding a solution.
- Put it out of your mind until the end of the lesson (an exercise which consists in "filing away" the problem until later).

(I) Clearly, we are not referring here to serious problems.

(I) Go over the "filing away" exercise or summarize it briefly. It is generally effective, probably because it is something like a game.

1.2 Being Able to Be Open to the Learning Experience

(L) Today we're going to look at the homophones "to" and "too." Is there anyone who isn't interested in learning about these homophones?

(L) Some of you may think it isn't useful to learn about these two words. Now's the time to talk about it.

1.3 Being Able to Get Involved Emotionally

(L) Sometimes learning something new is scary. Is anyone here afraid to learn the difference between "to" and "too"? Maybe some of you are worried because of past experiences -- maybe you're thinking that you've never been able to understand this kind of stuff.

1.4 Being Able to Trust My Intuition

(L) Okay. In your own words, what do you think of this homophone business? Is learning about "too" and "to" going to help you? Is it going to be useful?

2. SECOND MODE: TO EXPLORE

(I) "Exploring" means gathering information that will help learners understand (when the time comes).

(I) It means becoming more familiar with the problem, looking at it from all angles.

(I) It means doing something in order to understand (whereas the fourth mode, "to do" means doing something with what has been understood).

(I) It is necessary to distinguish between passive exploration (the instructor provides the information) and active exploration (the learner provides the information -- explores, examines, researches). Both types are required to develop the competencies associated with the second mode.

(I) Exploration also means answering questions to make things clearer.

Second Mode (To Explore) Begins

(L) So, let's start exploring "to" and "too."

(L) To explore a subject, you have to gather information, select the most relevant and useful, organize it then describe the information you have found and organized, for your own and for the group's benefit.

2.1 Being Able to Gather Information

(L) Let's start by getting all the information we can on the subject.

(I) This stage may require minutes only, a few hours or even up to a few days.

2.1.1 Contextualization

(I) Ask each learner to give you a sentence using "to" and another using "too."

(I) Write the sentences out on the blackboard or have each learner do so.

(I) Read the sentences aloud and have them read.

(I) Accept all sentences. Inappropriate ones will be eliminated during the selection stage.

(I) Examples

- Lisa went to the movies yesterday.
- Give the ball to John.
- This sweater is too small.
- Johanne wants to know if she can come too.
- She came to school by bus.
- She wants to finish high school.

2.1.2 Text

(I) Hand out a short text in which "to" and "too" are used in context.

(I) Examples

- Paul goes to the store every day at noon. He loves to buy chocolate bars. His girlfriend loves chocolate too. She says it is too fattening to eat every day. She only goes to the store once a week. She loves to eat chocolate, but she likes being thin, too.

(I) Read the text aloud and have it read. Ask the learners to find the homophones. Write them on the blackboard.

Note the number of times each is used and the context in which it appears.

2.1.3 Survey

(I) Ask learners to come up with sentences containing both words. This can be done in class (learners consult among themselves), at the centre, at home, etc. Learners may wish to consult family and friends or to look for examples in books, newspapers, magazines, etc.

Results

(I) Ask learners to present the results of their informal surveys.

(I) Write the results on the blackboard.

2.2 Being Able to Select Information

(L) Now that we've gathered all of our information, let's see how much of it is relevant to what we're learning.

(L) We're going to select the information that is most useful. This step is essential to the effectiveness of our learning.

(I) Here, the class works with the information they were able to collect by looking at context, reading the short text and conducting their informal survey.

(I) To select information is to determine whether the information gathered is useful and relevant and to keep only that information deemed useful and relevant. Hence, this step involves examining all the information gathered.

(I) If some examples must be eliminated, explain why.

2.3 Being Able to Organize Information

(L) Now that we've sorted the information, let's take a closer look at what we've kept to see if we can't organize it in some way. That will make our job easier.

(I) First, divide the sentences into "to" and "too" sentences to make it easier to point out the differences between them.

(I) Choose a few sentences from each group.

(I) Before going on to the fourth competency (to describe), make sure everyone understands that:

- "To" is used as a function or "tool" word to indicate a number of different ideas: movement, direction, purpose, the result of an action, etc.
- "Too" is used to indicate the ideas of "also" (Me too), "to an excessive degree" (too cold) or "so" (You did too)

2.4 Being Able to Describe Information

(L) Good! We've gathered information, selected the most relevant and organized it according to similarities and differences. Now it's time to take stock.

(I) Ask learners to describe and explain.

(I) Use information gathered in previous stages to describe and explain.

(I) Example

"There are two homophones..."

(I) The instructor might want to draw up a table in order to help learners visualize.

HOMOPHONES	
Too cold She came, too	To the store Five to one To do homework

(L) "This table shows that..."

(I) It is at this particular point in the process that the instructor's teaching skills are brought into play. This is where the instructor's learning style and profile, or functional identity, are displayed.

(I) Go back to the sentences, emphasizing context.

(I) Explain how the words are used.

(I) Give other examples.

(I) Explain spelling (where possible).

(I) Give any useful "tricks." (e.g., replace "too" by "also": Me too = me also, to go ≠ also go.)

3. THIRD MODE: TO UNDERSTAND

(I) With the help of a mechanic, I "explore" my car from top to bottom, classifying and naming the various parts. In a sense, I know the car extremely well. Yet I have no understanding of how it works.

(I) The goal of the third mode is to make connections between the various elements to form an intelligible whole and to verify learners' understanding.

(I) This is done through a systematic review of the information.

(I) The "understanding" mode is the essential bridge between exploration (second mode) and action (fourth mode).

(I) Just as it is important that learners express their feelings before they start exploring, so it is that they understand before they put into practice.

(I) Understanding can be seen as a revelation, an insight, an illumination, a "taking on" of meaning.

(I) Understanding effects a change in the affective-cognitive structure.

(I) It is possible to know a lot (i.e., have a lot of information) without understanding.

(I) Understanding is based on perception (exploration), but goes beyond perception to the level of conceptualization or abstraction.

(I) Example:

To perceive a homophone: to find it in a text
To conceptualize a homophone: to imagine using it in a text

(I) The learner must understand in order to be able to generalize and transfer the new learning to another situation.

(I) Example of the "understanding" mechanism:

A learner says:

run to
"Run to," means "to run in the direction of" whereas "run too" means "to run also."
run too

(I) At this stage, learners test their understanding in an informal manner, just to see if they "got it." This avoids failure and its detrimental consequences.

(I) Comprehension questions are used to verify learners' understanding of the content under consideration.

Third Mode (To Understand) Begins

(L) We've finished exploring and must now make sure we've understood correctly. This is the third step in the learning process. We're going to talk about "to" and "too" some more. To do so, we have to find the right words to express what we've understood. We also have to judge and reason in order to decide on exercises that will allow us to apply our new knowledge.

(I) In practice, the first three competencies (concepts, judgement, reasoning) are often acquired and used simultaneously. However, certain questions may bring into play behaviours associated with a specific competency.

(I) One learner's explanation often helps others in the group to understand.

3.1 Being Able to Use Concepts

(I) Discussion must encourage learners to use the words and concepts they have learned and to further enlarge this "vocabulary."

(I) Words contain ideas.

(I) It is important to define words and to proceed from words to ideas.

3.2 Being Able to Make Judgments

(I) Discussion must foster critical thinking and replace preconceptions, prejudices and popular beliefs with judgments based on facts.

(I) Discussion must be seen as an opportunity for the learners to give opinions and make critical judgments.

(I) Critical thinking is essential for intellectual growth.

(I) The soundness of a judgment depends on the quality of the information on which it is founded.

(I) Learners should be made aware of the importance of cautiousness, clarity, nuance and sensitivity in expressing their opinions.

3.3 Being Able to Reason

(I) Discussion should encourage learners to make generalizations based on logical reasoning.

Examples of Questions:

(L) What did you get out of our exploration of "to" and "too"? (Spelling differs depending on the meaning of the sentence.)

(L) Can you make connections with other things you already know?

Example: "Too" can often be replaced by the words "also" or "very"; "to" cannot.

(L) Are there times when it might be useful to recognize the spellings of "to" and "too"?

(L) Did everyone understand the same thing?

(L) What judgment can we make about what we've learned?

(L) What is your opinion? (Ask everyone individually.)

(L) Do you think recognizing these homophones is important, useful?

(L) Do you understand what a homophone is?

(L) Can you apply what you've learned to other words?

(L) How do *you* distinguish between the two words?

(L) What are the effects or results of learning about homophones?

(L) Using logical reasoning, what conclusions can you draw about these effects or results?

(I) Emphasize the importance of this new learning which REINFORCES previous learning, i.e., its importance as a prerequisite for further learning and as a key element for the consolidation and transfer of previous learning.

3.4 Being Able to Make Decisions

(L) Now we're going to do exercises to see how well we understood the difference between the two homophones.

(L) The next step -- experimentation -- will allow us to verify whether we've really solved the problem of "to" and "too."

(I) Reformulate the problem as stated at the outset.

(L) The first decision we have to make is whether we are ready to go on to the next step, i.e., use our new learning.

(L) We have to weigh the advantages and disadvantages of going on to the next step of the learning process.

4. FOURTH MODE: TO DO

(I) Here again, the instructor's teaching skills are brought into play.

(I) The aim is to REINFORCE the learner as he or she applies the new learning (risks, initiatives, responsibilities, evaluation).

Fourth Mode (To Do) Begins

(L) Action means putting new learning to the test. It is what brings about change. The fourth mode implies an ability to take risks, show initiative and assume responsibilities. Effective action is action that can be evaluated and described in terms of strengths and weaknesses. This enables us to make any adjustments that are needed in order to increase the EFFECTIVENESS of our action as well as our own SATISFACTION.

(L) Let's start by reading a text and using the right word.

(I) Hand out the text (see page 6.14).

4.1 Being Able to Take Risks

(L) Who wants to fill in the blanks in the first sentence?

(I) Continue the exercise, noting who volunteers to read.

(I) Without insisting, you might encourage more reticent learners by telling them that taking calculated risks can provide considerable pleasure and satisfaction.

(I) Success must be REINFORCED. Indicate possibilities for generalization.

(I) Failure is seen as useful information and effort is REINFORCED.

4.2 Being Able to Take Initiatives

(L) Now we'll do two more exercises --- a dictation (see page 6.15) and a composition -- to practise using "to" and "too."

(L) Shall we start with the dictation or the composition?

(I) Who makes suggestions (takes initiatives), who does not? Everyone must be encouraged to participate. This is a way of helping learners take control of their own learning. This aspect must be strongly emphasized. Those who make suggestions should be asked to justify them.

(I) The group does the exercises.

(I) The exercises are corrected (immediately or later).

4.3 Being Able to Assume Responsibilities

(I) Help learners look at their results objectively. Highlight the sense of satisfaction associated with accepting responsibilities.

(L) We've corrected the exercises and you can now tell how well you understand the difference between "to" and "too."

(L) What do you think of your results?

(L) How do you explain them?

4.4 Being Able to Evaluate

(L) We've now gone through the entire LEARNING PROCESS and have covered the difference between the homophones "to" and "too."

(L) At the outset, we took the time to express our feelings about these homophones; we explored them by gathering information on them; we then discussed the information we gathered to make sure we all understood; finally, we did exercises using our new learning in order to test our understanding.

(L) The final step in the process is related to the last competency of the "to do" mode: evaluation. We must assess our EFFECTIVENESS and our degree of SATISFACTION with respect to:

- How things went (the process)
- What we learned
- The atmosphere in the classroom
- The usefulness of what we learned

(I) Explaining the differences between the four modes of the functional learning process is far from being an easy task. However, this knowledge is so helpful to learners in understanding the learning process that it is worth the effort.

(I) **TEXT**

FILL IN THE BLANKS USING "TO" OR "TOO"

- She went __________ work at a quarter __________ eight.
- Sylvia feels that arithmetic is __________ difficult ______ master.
- He gave her the key __________ his Mercedes and ____________ his apartment, __________.
- They wanted ___________ drive __________ California, but it was __________ far.
- She gave her money __________ the cashier.
- It's __________ cold ___________ go jogging.
- __________ my knowledge, this business deal is _____________ risky.

Environment
(A, I, L)

Environment
(A, I, L)

THE FUNCTIONAL LEARNING PROCESS
(Intentional-Meaningful Learning)

Summary Description of the Functional Learning Process and Functional Analysis Chart
(Needs Analysis and Strategy)

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Basic Competencies - I am able to focus on the present. ( ) - I am able to be open to the learning experience. ( ) - I am able to get involved emotionally. ( ) - I am able to trust my intuition. ( )	Basic Competencies - I am able to gather information. ( ) - I am able to select information. ( ) - I am able to organize information. ( ) - I am able to describe information. ( )	Basic Competencies - I am able to use concepts. ( ) - I am able to make judgments. ( ) - I am able to reason. ( ) - I am able to make decisions. ( )	Basic Competencies - I am able to take risks.( ) - I am able to take initiatives. ( ) - I am able to assume responsibilities. ( ) - I am able to evaluate my effectiveness and satisfaction. ( )

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LEARNING BY CONDITIONING
↓

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(A, I, L)

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DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
A GUIDE TO CUSTOMIZED LITERACY TRAINING

DOCUMENT 7

INSTRUCTOR SKILLS INVOLVED IN USING THE GUIDE

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TABLE 1: PROFESSIONAL DEVELOPMENT NEEDS

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INTRODUCTION

To provide learners with the tools they need in order to learn (see Book 6, Document 2), instructors must be able to structure, teach, facilitate and interact (Garneau and Larivey, 1983). Each of these tasks requires specific skills that are observable in terms of specific behaviours (see Table 1). In identifying these behaviours, it is useful to keep in mind the instructor's role and function (see Book 6, Document 1).

1. ROLE

Adult educator or facilitator whose goal is to help adults learn how to learn

2. FUNCTION

Literacy instructor

3. TASKS

3.1 Planning

To plan learning activities (with the learner's participation).

3.2 Teaching (in an Andragogical Context)

Content-related objectives (English and arithmetic) as well as concepts related to the customized training approach, the functional learning process and selected themes (see tables 2 and 3)

Format: Facilitating learning

3.3 Facilitating

To support adult learners throughout the learning process.

3.4 Interacting

To establish a two-way relationship with learners throughout the learning process.

4. RELATED COMPETENCIES[1]

NOTE:

Professional development must ensure that instructors progressively acquire and develop the four competencies described below. These competencies are essentially the same as those required for any kind of training provided in adult education centres.

4.1 Being Able to Plan Learning Activities

The instructor must be able to develop a training plan that takes existing conditions into account. This involves:

- Carrying out initial interviews in the reception stage (individual and group)
- Carrying out a needs analysis jointly with the adult learner: needs[2], previous learning and experience (academic and non-academic), aptitudes, motivation
- Establishing ground rules
- Implementing strategies that meet the learner's needs (as defined in the needs analysis) and are adapted to his or her learning profile and learning style
    - Selecting learning objectives (theme and content-related)
    - Planning learning activities: organizing, ordering, sequencing
    - Planning transfer activities
    - Planning evaluation activities

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[1] These skills are observable in the medium and long term and manifest themselves as concrete behaviours that are measurable and observable in the short term.

[2] Needs are defined at the beginning of the program, but these may change as the learner progresses.

4.2 Being Able to Apply Andragogical Principles

The facilitating of learning is the task most directly related to providing learners with the tools they need in order to learn how to learn. It must promote synergy between the four stages of customized training (needs analysis, development of a training strategy, implementation and transfer, evaluation and follow-up measures) and the four stages of the functional learning process (the emotional, perceptual, cognitive and active modes).

- Content
    - Knowing the stages of the customized training process (CTP) and the functional learning process (FLP)
    - Knowing the content to be taught (English, arithmetic)
    - Being aware of resources and professional development available to the instructor regarding both themes, content, the CTP and the FLP
- Format
    - Being able to use methods and techniques to encourage learner participation in the customized training process and functional learning process
    - Being able to manage individual interviews and group discussions
    - Being able to make suggestions to help in solving problems
    - Being able to make suggestions to help in carrying out projects
    - Being able to recognize personal limitations without doubting proven abilities

4.3 Being Able to Facilitate Learning

- Being able to help learners acquire the basic competencies associated with the functional learning process

- Being able to support the learner throughout the learning process, particularly during the transition stage of the training approach and the learning modes

- Being able to conduct interviews to give learners additional support (provide follow-up on the learning process, problems encountered, achievement of objectives, transfer of learning, etc.)

- Being able to set limits to individual interviews

4.4 Being Able to Interact

The ability to interact is particularly important in conducting individual interviews. It involves being able to interact with learners on an individual basis in one's quality as instructor (like it or not, learners generally give special status to the instructor):

- By helping them acquire appropriate behaviours (target behaviours, i.e., behaviours they need to add to their behavioural repertoires)
- By adopting behaviours aimed at reinforcing and increasing appropriate behaviours
- By adopting behaviours aimed at discouraging and diminishing inappropriate behaviours

Effective and satisfying interaction must be based on assertiveness rather than submission, manipulation or aggression. Being assertive means openly expressing a given relationship with the environment, a certain kind of interaction. Essentially, it can be described as:

Communicating (Garneau and Larivey, 1983)

- With the appropriate individual (without mediation)
- In the presence of others (publicly)

An experience that is

- Conscious
- Subjective (individual, non-symbiotic)
- Focal (essential, the most important)
- Immediate (in the present)

__In a manner that is__

- Responsible
- Direct
- Precise
- Complete
- Appropriate (neither too much intensity nor too little)
- Based on reality (i.e., taking into account antecedent, concurrent and consequent behaviours and responses)

BIBLIOGRAPHY

Garneau, J., and M. Larivey. *L'autodéveloppement psychothérapie dans la vie quotidienne*. Montréal: Homme/CIM, 1983.

TABLE 1
PROFESSIONAL DEVELOPMENT NEEDS

Tasks and Skills	Acquired	Partly Acquired
1. Planning (With the Learner's Participation) - Carrying out initial interviews (individual and group) ____________________ - Carrying out a needs analysis jointly with the adult learner: needs, previous learning and experience (academic and non-academic), aptitudes, motivation ____________ - Establishing ground rules __________ - Implementing strategies: learning objectives, learning activities, transfer and evaluation activities_____________		
2. Applying Andragogical Principles - Knowing the stages of the CTP and the FLP ______________________ - Knowing the content to be taught (English, arithmetic) __________________ - Being aware of resources and professional development available to the instructor, regarding theme, content, the CTP and the FLP ______________________ - Being able to use methods and techniques to encourage learner participation in the customized training process and functional learning process _______________ - Being able to manage individual interviews and group discussions_____________		

Tasks and Skills	Acquired	Partly Acquired
- Being able to make suggestions to help in solving problems - Being able to make suggestions to help in carrying out projects - Being able to recognize personal limitations without doubting proven abilities		
3. Facilitating Learning - Being able to help learners acquire the basic competencies associated with the FLP - Being able to support the learner throughout the learning process, particularly during the transition stages of the training approach and the learning modes - Being able to conduct interviews to give learners additional support - Being able to set limits to individual interviews		
4. Interacting Being able to interact with learners on an individual basis in one 's quality as instructor: - By helping them acquire appropriate behaviours (target behaviours, i.e. behaviours they need to add to their behavioural repertoires)		

Tasks and Skills	Acquired	Partly Acquired
- By adopting behaviours aimed at reinforcing and increasing appropriate behaviours ______________________________		
- By adopting behaviours aimed at discouraging and diminishing inappropriate behaviours ______________________________		

TABLE 2

THE CUSTOMIZED TRAINING PROCESS

PHASE 1 NEEDS ANALYSIS	PHASE 2 DEVELOPMENT OF A TRAINING STRATEGY	PHASE 3 IMPLEMENTATION AND TRANSFER	PHASE 4 EVALUATION AND FOLLOW-UP MEASURES
STEPS: 1. Identifying needs, previous learning and experience, aptitudes, motivation 2. Analyzing the situation and developing a group profile 3. Defining themes most likely to interest the learners (based on needs expressed during individual and group interviews) (See Book 2: Themes.)	STEPS: 1. Presenting themes and theme selection activity 2. Formulating learning objectives: - Specific theme objectives - Terminal and intermediate objectives in English and arithmetic 3. Selecting learning activities 4. Developing a teaching plan to carry out the selected learning activities in accordance with the functional learning process	STEPS: 1. Carrying out the activities in accordance with the functional learning process 2. Evaluating the activities on an ongoing basis 3. Verifying that learning is transferred	STEPS: 1. Defining objectives (achieved and to be achieved) for the project as a whole 2. Specifying follow-up measures 3. Verifying results in the long run and formulating a new learning project as needed

Environment
(A, I, L)

Environment
(A, I, L)

TABLE 3
THE FUNCTIONAL LEARNING PROCESS
(Intentional-Meaningful Learning)

Summary Description of the Functional Learning Process and Functional Analysis Chart
(Needs Analysis and Strategy)

Whether the behaviour-competence is appropriate (A), inappropriate (I) or lacking (L) may be indicated between the parentheses after each statement under Basic Competencies.

FIRST LEARNING MODE TO FEEL → (Emotional)	SECOND LEARNING MODE TO EXPLORE → (Perceptual)	THIRD LEARNING MODE TO UNDERSTAND → (Cognitive)	FOURTH LEARNING MODE TO DO → (Active)
I **FEEL**	↑ I **EXPLORE** ↓ I feel	↑ I **UNDERSTAND** I explore ↓ I feel	↑ I **DO** I understand I explore ↓ I feel
Basic Competencies - I am able to focus on the present. ( ) - I am able to be open to the learning experience. ( ) - I am able to get involved emotionally. ( ) - I am able to trust my intuition. ( )	Basic Competencies - I am able to gather information. ( ) - I am able to select information. ( ) - I am able to organize information. ( ) - I am able to describe information. ( )	Basic Competencies - I am able to use concepts. ( ) - I am able to make judgments. ( ) - I am able to reason. ( ) - I am able to make decisions. ( )	Basic Competencies - I am able to take risks.( ) - I am able to take initiatives. ( ) - I am able to assume responsibilities. ( ) - I am able to evaluate my effectiveness and satisfaction. ( )

↑
LEARNING BY CONDITIONING
↓

Environment
(A, I, L)

The behaviour (response) is determined by an antecedent stimulus. (S - R)	The behaviour (response) is determined by a consequent stimulus. (R - S)

Environment
(A, I, L)

DIRECTION GÉNÉRALE DE L'ÉDUCATION DES ADULTES
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DOCUMENT 8

INTEGRATING ARITHMETIC INTO THEME ACTIVITIES

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INTRODUCTION

The experimentation of the preliminary edition of the *Guide* and the subsequent information and follow-up sessions brought to light the difficulties literacy instructors were having in integrating themes and arithmetic. It became clear that *examples* were needed.

The activities suggested in this document are meant as *examples* of how the everyday arithmetic objectives given in Book 4 of the *Guide* can be integrated into learning activities based on learner-selected themes (see Book 2).

LEGEND

1. Learners experiencing considerable difficulty

   See: Modules 1 and 4
   Terminal objectives: 2.1, 6.1, 6.2, 6.3
   Intermediate objectives: 6, 4, 1

2. Learners experiencing some difficulty

   See: Modules 3 and 4
   Terminal objectives: 2.2, 5.1, 5.2, 6.1, 6.2, 6.3
   Intermediate objectives: 6, 4, 1

3. More advanced learners

   See: Modules 4, 5, 6

NOTE: The content of the modules should be adapted to the learners' needs. Preliminary notions may have to be taught in certain cases. For example, an "advanced" learner may not know how to write a cheque; he or she will therefore need to work on objective 2.2.4.

STEP 1: RECEPTION

Theme Categories	Themes	Activities
Initiation	---	---
The Learning Project	---	
Preparatory Training	Use of Centre and Community	Rally or treasure hunt (in teams of 3 or 4)
	Integration of Newcomers	Ask questions pertaining to objectives in the following areas: 1.* Spatial relationships - Identifying the numbers or shapes used to identify classrooms 2.* Calculations using the four operations 3.* Drawing to scale Vocabulary related to the metric system Calculation of the perimeter or area of the classroom NOTE: It might also be a good idea to have the learners practise estimating measurements. *These numbers refer to levels - see p. 8.3.

STEP 2: INTEGRATION OF LEARNING

Theme Categories	Themes	Activities
Learning Styles	What is Learning? Habits that Help or Hinder Learning Personal Learning Style	1., 2. and 3. When the time comes to do written problems, remind learners that using the problem-solving approach is one way of understanding what it means to learn. Compiling the results obtained on one or more tests 1. Looking at units and tens Looking at addition and related vocabulary 2. Learning to add with carry-over Looking at hundreds Looking at averages 2. and 3. Looking at the grammar of numbers 3. Becoming familiar with percentages (and symbols) Using the appropriate vocabulary Reading percentages

Theme Categories	Themes	Activities
Personal Growth	Personality	Calculating percentages e.g. 10% of the people in the group scored 80% Compiling results they obtained on one or more tests 1., 2. and 3. Understanding and interpreting tables and statistics 3. Drawing up a table comparing learners' test scores 2. Calculating the average 3. Compiling the results of a survey of family members or other learners at the centre.

Theme Categories	Themes	Activities
Physical and Mental Health	Responsibility for One's Health	Exercising 1., 2. and 3. Calculating pulse rate 2. and 3. Counting heartbeats Looking at weight-loss diets Weighing oneself Multiplying or dividing quantities in a recipe 1. and 3. Understand the concept of calories Looking at metric units of mass (gram, kilogram) 1. Doing simple calculations related to one's diet Doing calculations to double or halve a recipe Expressing imperial or metric measures in decimals

Theme Categories	Themes	Activities
	Medication	Dosage 1. Weighing things on a lab scale (and doing simple calculations) to get a concrete idea of "gram" and "milligram" 2. Calculating in grams or milligrams the amount of medication taken by an individual in a year 3. Determining the percentage of the population that uses a particular type of medication (based on newspaper articles, etc.)
Organization and Management	(All the themes in this category can be used for the teaching of arithmetic objectives)	1., 2. and 3. Learning to tell and estimate time Making an agenda 1. Drawing up a budget 1., 2. and 3. A number of themes can be integrated into the topic of budgeting Determining the portion of one's income that is spent in a given area For example, calculating savings on items on sale

Theme Categories	Themes	Activities
		1., 2. and 3. Understanding one's electricity bill
		Making estimates (grocery bill, for example) -- ideal opportunity for this type of exercise
		Making full use of a financial institution's services
		1. and 2. Understanding a bank book
		Calculating interest rates (savings or loan)
	Savings	Renovating a house or apartment
		1. Calculating the amount of material needed to build a shelf
		2. Calculating the savings one would make by doing the work oneself
		3. Calculating the amount of linoleum or carpet needed to cover a floor

Theme Categories	Themes	Activities
The Environment	Recuperation and Recycling	Getting information on the local recycling centre
		1., 2. and 3. Gaining a general understanding of how the centre works (e.g., publicity, government funding, etc.)
		1. Simulating the sorting of recyclable material in order to work on content objectives related to spatial relationships (left, right, in front of, etc.)
		2. Calculating the operating costs of a recycling centre
		3. Determining the percentage of paper, glass and cardboard that is collected annually and how each can be used
		Predicting percentages for the year to come
	Environmental Accidents	After an environmental accident:
		1., 2. and 3. Evaluating the cost of the accident
		Assessing its impact over time
		Estimating its distance from one's own neighbourhood

Theme Categories	Themes	Activities
Religions	World Religions and their Differences	Determining the number of religions in Québec 1., 2. and 3. Counting the different religions in one's community 3. Determining the percentage of people from each religion in the community compared to the province as a whole
Sexuality	Contraception	1., 2. and 3. Understanding the menstrual cycle 1., 2. and 3. Understanding the idea of effectiveness in relation to contraceptive methods Determining fertility dates Calculating the effectiveness rate (%) of various contraceptive methods
Group Projects		Carrying out a fund-raising activity for a group project 1. Counting the money raised 2. Evaluating (estimating) the results of the activity

Theme Categories	Themes	Activities
		3. Conducting a mini-survey to determine the most profitable activity
Social Development	Elections	Paying close attention to the progress of elections
		Calculating the cost of elections
		2. Calculating and comparing averages
		Understanding the idea of "majority"
		3. Calculating the percentage of eligible voters by sex and age group
	Fundamental Rights	(Based on information obtained from the Chief Electoral Officer of Quebec and the Bureau de la statistique du Québec)

SUGGESTED READING

Compiled with the help of the Office de la protection du consommateur (Consumer Protection Office) and the Regroupement des groupes populaires en alphabétisation du Québec (association of volunteer literacy groups).

I
- Faites vos choix
- La publicité
- Le logement
- Le budget
- Guide pédagogique à l'intention des formatrices et formateurs en alphabétisation

II "J'apprends à gérer mes affaires" - Caisses populaires Desjardins

- Le salaire
- La consommation
- Les outils de consommation
- Le guide du maître

III "La mathématique populaire," by Raymond Talbot and Jacques Lagacé-Guérin

- L'habitation
- L'investissement
- La statistique
- Les opérations commerciales bancaires
- Le budget
- Les probabilités
- Le transport

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A GUIDE TO CUSTOMIZED LITERACY TRAINING

DOCUMENT 9

USING THE LEARNER'S NOTEBOOK

1991

USING THE LEARNER'S NOTEBOOK

The Learner's Notebook replaces the Learner's Workbook included in the preliminary edition of the Guide. Efforts have been made to simplify its format and content, thereby making it easier to use. Aimed at meeting the needs of a broad range of instructors and learners, it is an important tool for evaluation. The self-evaluation sheets it contains were designed in keeping with the principles underlying the approach suggested in the Guide and are part of a mechanism that is at the heart of the learning process: the individual interview. During these interviews, the learner and instructor jointly decide on what goes into the Notebook. These discussions are central to the learning process.

Completing the self-evaluation sheets contained in the Notebook allows the learner and the instructor to formulate new learning objectives as new needs arise. In the process, the Notebook becomes a bank of extremely precise objectives tailored to the learner's real needs, providing information on all aspects of his or her learning project: English, arithmetic, the customized training process, the functional learning process and the selected themes. As well, it:

- Describes the areas of learning that can be covered by the learner in carrying out a learning project

- Provides an evaluation instrument that allows the learner to keep track of his or her progress

- Allows the learner to take stock of exactly what he or she has learned

- Provides the basis for a functional analysis aimed at confirming or revising the initial needs analysis, even if only partially completed.

- As required, can be used to establish statistics on the achievement of those objectives pursued by the majority of learners

Entries are made in the Notebook during individual interviews and at any other time judged appropriate by the learner and the instructor. The idea is not to make detailed entries, but rather to note significant difficulties and progress.

To accurately evaluate learning in a given area, instructors should refer to the appropriate sections of the Guide. Evaluations using the Notebook will probably focus initially on content-related objectives (English and arithmetic) since these are more familiar and easier to assess. However, as the instructor and learner become more familiar with the Notebook, they will be encouraged to use it to evaluate learning related to the selected themes, the functional learning process and the customized training process. This will ensure greater effectiveness and, consequently, a greater sense of satisfaction for both the instructor and the learner. The Direction de la formation générale des adultes (or DFGA, which replaced the DGEA in 1990) will be monitoring reactions to determine the effectiveness of the Notebook.

Finally, it should be noted that the entries in the Notebook must be the fruit of discussion between the learner and the instructor. All information must be understood by the learner, i.e., be meaningful in terms of his or her learning project.

Only if this condition is met can the Notebook become a tool for learning and growth. As well, the CONFIDENTIALITY of all information must be strictly respected.

NOTES:

- The Learner's Notebook is intended to be used as an andragogical tool only. With respect to administrative procedures, follow the applicable directives and budgetary rules.
- For further reference, see the bibliographies of books 1, 2, 3 and 4.